

Talent Acquisition and Management
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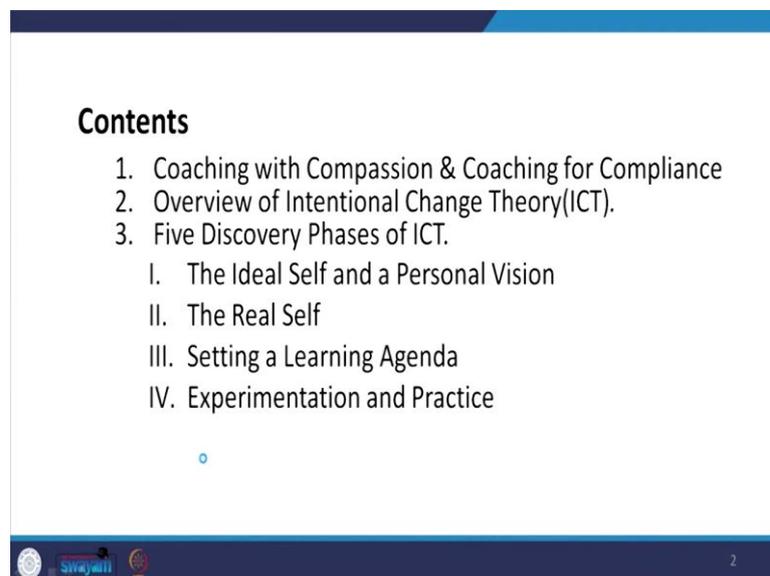
Lecture - 44
Coaching With Compassion - I

Now, in the previous session, we have talked about one aspect it is the coaching. Everywhere whenever we are talking about talent management, it is very important what type of leadership is there and that leadership is of a number of ways, and one of the ways is coaching. Now, here I will also like to add one word that is the coaching with compassion and coaching for compliance.

In the previous session, we have seen that there was a little bit limitation that is the how at the time of the implementation either people may lose the interest those who have started with that particular project, they will bring the project at the acceptable stage, but when the question of the implementation of the project will come and then, they will say no.

So, therefore, in that case, they may lose interest, or they might have started with another project, and they might be busy with another interest. So, therefore, in that case, it becomes very important that is the leader has to be very much professional and committed to this type of implementation.

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So, in this session, we will talk about coaching with compassion and coaching for compliance, an overview of the intentional change theory; the intentional change theory is used here is an ICT, it is not the information communication and technology; it is the Intentional Change Theory.

Five discovery phases of ICT; the ideal self and a personal vision are there, the real self, setting a learning agenda, experimentation and practice. In this session, we will be talking about these four and the fifth one we will talk about in the next session.

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1. Coaching with Compassion

Coaching is a type of helping relationship. The establishment of a coach-coachee relationship which is *resonant*—trusting, inspiring, and energizing—appears to be key to the sustainability of any change or learning effort. And resonance derived from positive emotions: mindfulness, hope, and compassion.

T - mindfulness
E - hope

The slide features a blue header and footer. The footer contains the Swajathi logo and the number 3. Handwritten red annotations include circles around the words 'trusting, inspiring, and energizing' and 'mindfulness, hope, and compassion'. A small diagram shows 'T - mindfulness' and 'E - hope' with arrows pointing to a central point.

So, first, we will go with the coaching with compassion. Coaching is a type of helping relationship. So, what a coach does? The learner right that the trainee or that mentee is having certain qualities, the personalities and that quality or personalities with the help of the coach that capabilities.

And here in the earlier also we have talked about developing new capabilities, potential appraisal so, dear friends, these are not only the terminologies or words, this is really a coaching system where you are identifying the potential of the learner. So, a potential appraisal is to be done, and on the basis of the potential appraisal, which we have discussed earlier, how to do that and on the basis of the potential appraisal, you identify the talent.

Now, you want to nurture and develop that talent. So, it is a helping relationship. So, your mentee wants to learn, to target, to qualify, and therefore, the coach helps him to support his capabilities and developing the new capabilities. The establishment of a coach-coachee relationship is resonant, and therefore, first and foremost is that is the; trust each other. If there is no trust, there cannot be coaching.

What type of trust? There are certain trust builders, trust builders they support that creates the trust. Time tested, with the period of time, they have been tested that is how they are going to create the trust for each other that coach and mentee and as a result of which there is a trusting relationship and then, inspiring, I always tell you that is my mantra is I can, we can, we will, I will. So, therefore, always it is inspiring.

When the goal is decided, the goal is appraised, the goal is evaluated, the goal is examined and then, we have decided yes, we will achieve this goal let anything may come, but all barriers will be crossed, high jump right and therefore, that is an inspiring is there and energizing, what is energizing is that is the to do, to achieve right.

So, that achievement to gain and to achieve that is becoming very important that is inspiring and energizing appears to be the key to sustainability. So, whatever is sustainable, that is the key to any change or learning effort. So, definitely, whenever we are talking about the sustainability of any change, then yes, change management minimize the resistance to change, maximizing the favorableness and, therefore, in that case, acceptance for change.

So, therefore, it is trusting, inspiring, energizing to be the key to sustainability; yes, it will be of any change, or learning effort is there right and that resonance derived from the positive emotions, how this trust, inspiring and energizing right and then, it comes from the mindfulness, hope and compassion, right.

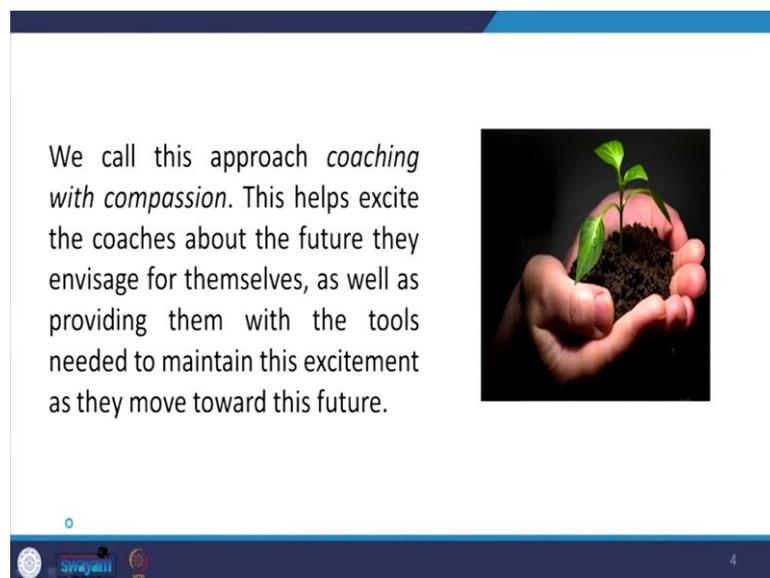
So, I am thinking about building the relationship as an independent variable with the dependent variable.

So, in that case, coaching with compassion will be having the trust, inspiring and energizing and inspiring will come through hope, trust will come through mindfulness and energizing will be coming through the compassion one side and then definitely, energizing will come through inspiring also and this right our hope also.

This I would like to make the research equation that is the somebody searching for the research topic, then in that case that is this trusting, inspiring and energizing which is coaching is required, coaching conditions are required. And in case of the compassion, it will be mindfulness, hope right, and compassion is their right. So, this compassion can be the mediating and mediating role [FL], the mediator role. So, therefore, that will be created.

So, here we will find whenever we are talking about the coaching with compassion, this trusting, inspiring and energizing with the mindfulness, hope and compassion that will be becoming the conditions for the developing or the nurturing and development of the coaching.

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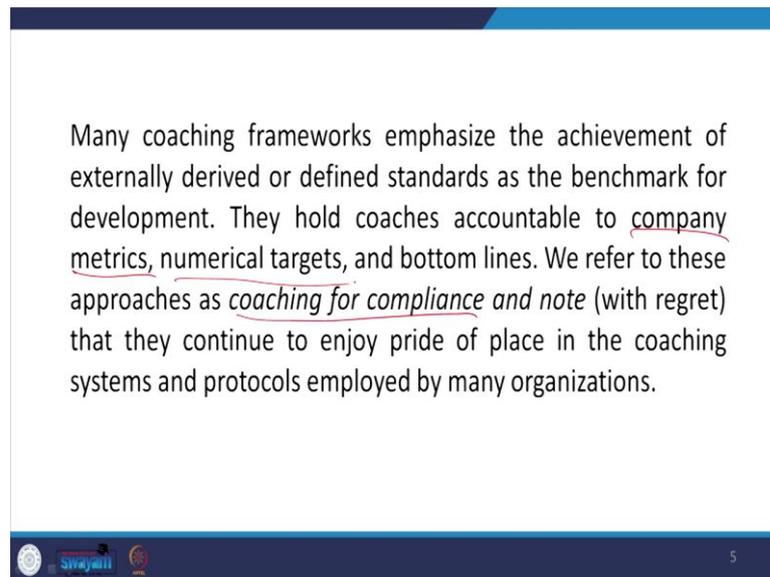


We call this approach *coaching with compassion*. This helps excite the coaches about the future they envisage for themselves, as well as providing them with the tools needed to maintain this excitement as they move toward this future.

We call this approach coaching with compassion. This helps excite the coaches about the future they envisage for themselves as well as providing them with the tools needed to maintain this excitement as they move towards this future.

So, therefore, the coaches, when they are teaching, they are coaching, inspiring others so, what they are looking for? They are looking for because this is coaching with compassion so, they are looking for the excitement in the future.

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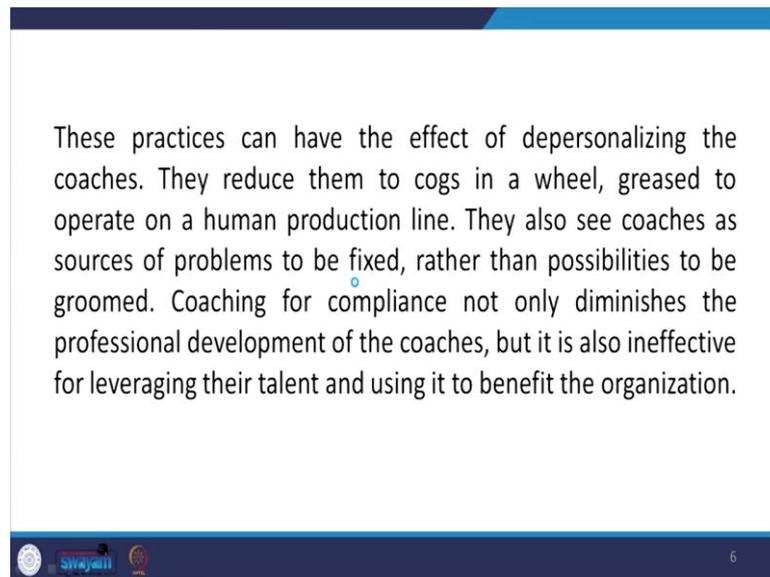
Many coaching frameworks emphasize the achievement of externally derived, a defined standard as a benchmark for development. So, they hold coaches accountable to company metrics, numerical targets and bottom lines.

We refer to these approaches as coaching for compliance. And note with regret that they continue to enjoy pride of place in the coaching systems and protocols employed by many organizations that they have to accept particular style that is by the compliances; thus, it is called coaching for compliance.

Why are they doing this? Because they are doing for the company metrics, and for the targets, numerical targets, achieving the targets. So, on one side, we can say these are materialistic achievements and not spiritual achievements. When you have the spiritual achievement in coaching, that is the coaching with compassion.

When you have the coaching with the achievement of materialistic values like the targets are there, metrics are there, and they enjoy the pride by seeing the systems and protocols that is yes, they are into the higher positions, achieving the promotions, getting the recognition by the increments, promotion, status, power. So, then we will say it is coaching for compliance and not the coaching for compassion. So, in both cases, it is different.

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These practices can have the effect of depersonalizing the coaches because they reduce them to cogs in a wheel, greased to operate on a human production line. They also see coaches as a source of problems to be fixed rather than possibilities to be groomed—a wonderful statement.

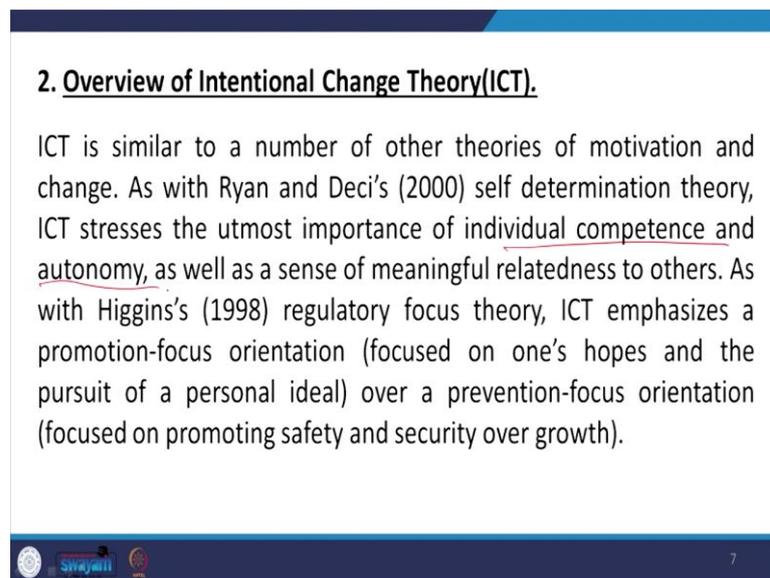
So, are you here to choose to see the problems to be fixed, to see the problems to be fixed or here to get yourself groomed. If you are going to groom yourself, then you are with me because it is coaching with compassion. This is not coaching with compliance; this is an elective subject; it is a voluntarily subject. So, therefore, in that case, there is no compliance. If you are studying the subject of compliance, it is your choice. But, if you are studying the subject with compassion, that is my choice.

So, therefore, in that case, the coaches are here for the sources of problems to be fixed, to fix your problem of the pre-PhD course work credit or the subject credit or something like this compulsion, it is an organizational compulsion metrics, then that is the problems to be fixed rather than the possibilities of the groomed is there.

So, compliance not only diminishes the professional development of the coaches, but it is also ineffective for leveraging their talent and using it to benefit the organization. So, it is the coach's talent itself that will not be 100 per cent or more than 100 per cent because they are going for particular compliance.

So, coaching for compliance and coaching for compassion always coaching for compassion is better to handle as compared to coaching for compliance. However, coaching for compliance is also important, but how do you achieve it? If you achieved the coaching for compliance with compassion, it is a wonderful metrics.

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2. Overview of Intentional Change Theory (ICT).

ICT is similar to a number of other theories of motivation and change. As with Ryan and Deci's (2000) self-determination theory, ICT stresses the utmost importance of individual competence and autonomy, as well as a sense of meaningful relatedness to others. As with Higgins's (1998) regulatory focus theory, ICT emphasizes a promotion-focus orientation (focused on one's hopes and the pursuit of a personal ideal) over a prevention-focus orientation (focused on promoting safety and security over growth).

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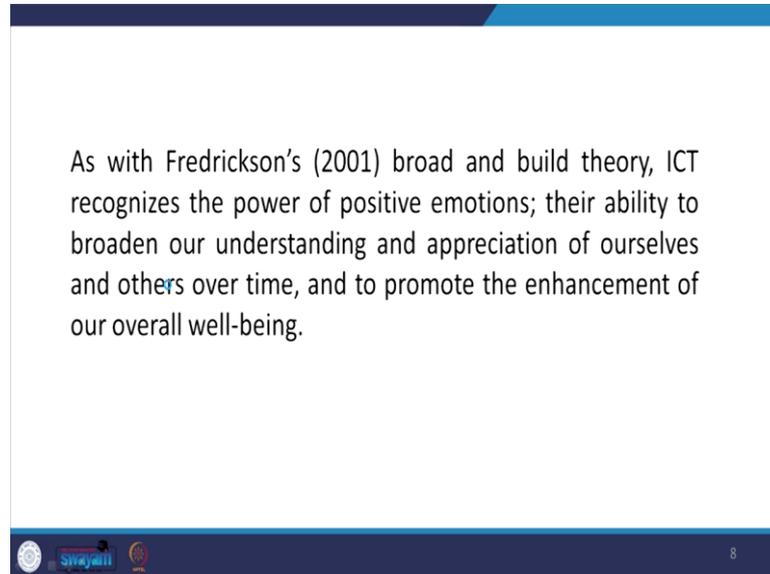
So, now, we will see the overview of the Intentional Change Theory. Intentional change theory is similar to a number of other theories of motivation and change. As with Ryan and Deci's 2000 self-determination theory, intentional change theory stresses the utmost importance of individual competence and autonomy. It is, these are the real contributions for developing an individual competence and developing the autonomy right.

So, therefore, in that case, whenever we talk about the intentional change theory, it is a self-determination theory. So, it is developing competency and autonomy. A sense of meaningful relatedness to others as with Higgins's 1998 regulatory focus theory, the intentional change theory emphasizes a promotion focus orientation. So, therefore, what the focus is? The focus is the promotion.

So, focused on one's hopes and the pursuit of a personal ideal and you want to achieve that particular personal ideal over a prevention focus orientation focused on promoting safety and security overgrowth and therefore, it is emphasizing on promotion focus orientation over a preventive focus orientation. So, when we are talking about the

prevention focus orientation, it is a focus on promoting safety and securing the overgrowth.

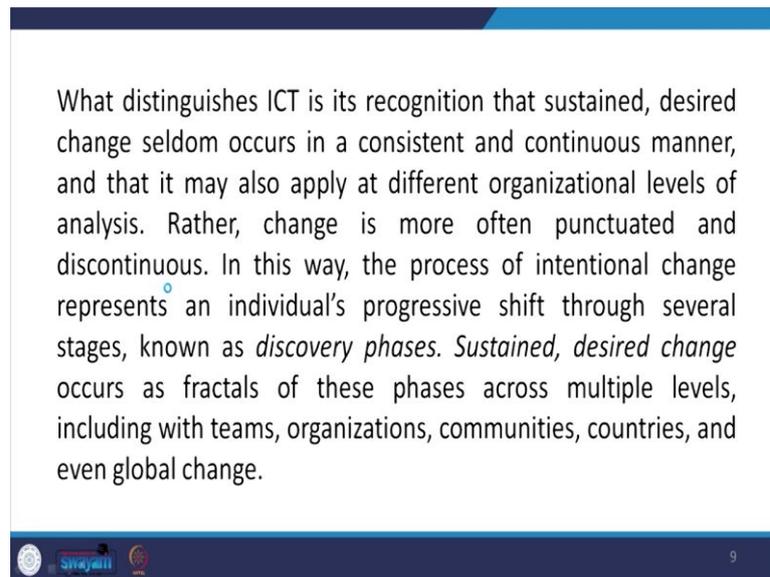
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As with Fredrick's 2001 broad and build theory, intentional change theory recognizes the power of positive emotions, their ability to broaden our understanding and appreciation of ourselves and others over time. So, therefore, we are going to make this appreciation what we want to do with ourselves and others over time and to promote the enhancement of our overall well-being well means happiness.

So, therefore, this ability to understand ourselves and the appreciation of ourselves is very important, and over with the period of time that is understanding of self and appreciation of self is becoming important and to promote the enhancement of our overall well-being happiness that how we are having the happiness with ourselves that will become the enhancement.

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What distinguishes the intentional change theory is its recognition that sustained, desired change seldom occurs in a consistent and continuous manner. So, therefore, if the change is occurring in a continuous constitutional manner, then definitely, we will be able to perform, and it may also apply at different organizational levels of analysis. So, what are the different levels of analysis, and it will be going through the organizational level of analysis.

Rather, change is more often punctuated and discontinuous. So, therefore, because there is resistance to change. So, always there will be the question, questions for the change and if there is a question for the change, the people will ask, and that is why it is punctuated and discontinuous also.

So, a lot of efforts are made to bring the change. Many people try to bring the change into their routine practices, many people try to bring the changes into the organizational systems or management by process, but they are not successful. The reason is the process of intentional change represents an individual's progressive shift through several stages like known as discovery phases.

Sustained, desired change occurs as a fractal of these phases across multiple levels. So, as the discovery changes, they change across multiple levels, and that is making it more sustainable, and these type of changes are including the teams, organizations, communities, countries and even the global change is there.

So, the intentional change theory represents an individual's progress shift, and this is for the sustained desired changes by the individual, and it is applicable to the individual level, organizational level, state level, national level and local level so, therefore, that is applicable.

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3. Five Discovery Phases of ICT

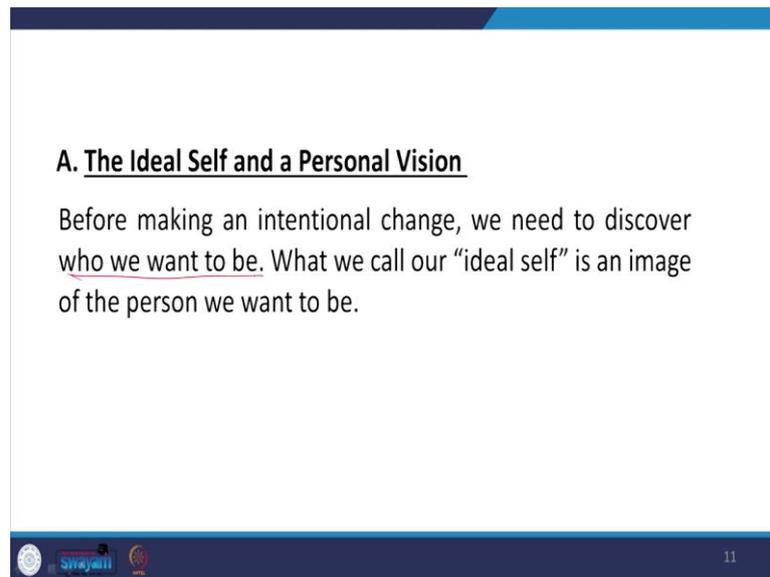
- A. The Ideal Self and a Personal Vision
- B. The Real Self
- C. Setting a Learning Agenda
- D. Experimentation and Practice
- E. Building Resonant Relationships



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The stage 3rd, the five discovery of the intentional change theory: The ideal self and a personal vision. The second one is the real self. The third one is setting a learning agenda, and the fourth one is experimentation and practice—the ideal self and a personal visioning we will talk about first.

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Before making an intentional change, we need to discover whom we want to be, what change we want to be. As many times you must have seen that the cat is looking like a lion in the mirror. When a cat is reflecting, you see the reflection of herself so, she says she does not seem like a cat rather than she sees herself as a lion.

So, whom we want to be? That we should be very clear, and what we call our ideal self is an image of the person we want to be. Do you know your ideal self that what you want to be? There are two types of personalities; one is an internal locus of control, other is an external locus of control. Internal locus of control means those who believe in themselves, external locus of control means those who believe in the external factors.

So, personality is there of the individual. It is there might be two brothers, two-class fellows. So, one's personality is having the internal locus of control I can, I will and therefore, that is the ideal self, I will change myself, I will become like this, I will learn this, I will do this so, that is an ideal self. So, that is what is that that is what we want to be.

So, if you want to be the technocrats so, then definitely, you will change your personality accordingly, and you will be looking for the techno personal or the way you want to be into the aristocracy, then aristocrat. So, therefore, in that case, it is the ideal self that you want to be and that will given you the personal reason.

Like you are studying this course to achieve a particular vision, a goal or objective in your life. So, therefore, whatever change you make first, you know yourself, I know, you know. So, therefore, we call ourselves the ideal self that we are creating.

How to create the ideal self? An image of desired future what we want to be? So, it depends from individual to individual. As we say that there is the coaching with compliance so, that is a desired future, power, administration and coaching with compassion so, that is a facilitator, the leader, open for all. So, therefore, an image of the desired future, what exactly you want to be.

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There are three components to developing the image of our ideal self:

1. An image of a desired future
2. Hope that one can attain it
3. Aspects of one's core identity, which includes enduring strengths, on which to build for this desired future

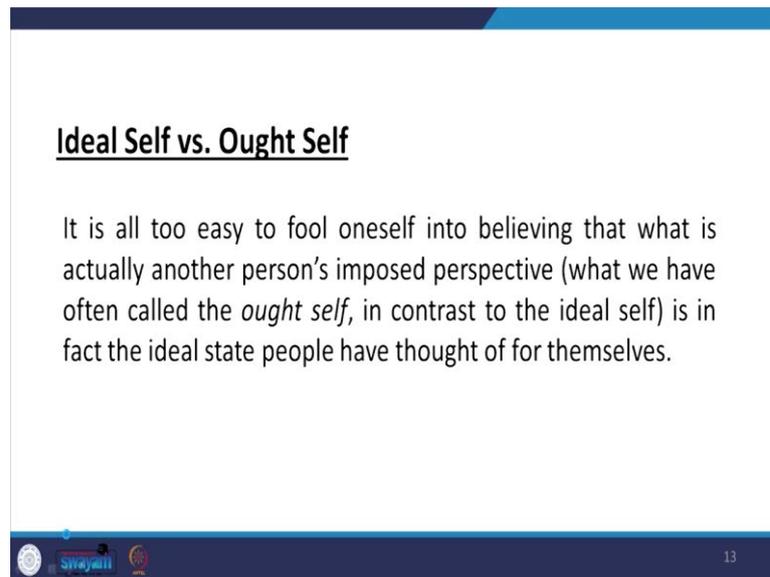
I CAN
I WILL

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I hope that one can attain it; I always talk about this, one can, I can, and I will desire the future one can. So, therefore, an image of the desired future and creating what I will do. An aspect of one's core identity, every individual is having the core competency understanding the core competency, which includes the enduring strengths, what strengths are there?

That is competency or wish to build for the desired future and for the desired future; what I can build? So, therefore, in that case, these three components for the image of our ideal self that is becoming very important.

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Ideal Self vs. Ought Self

It is all too easy to fool oneself into believing that what is actually another person's imposed perspective (what we have often called the *ought self*, in contrast to the ideal self) is in fact the ideal state people have thought of for themselves.

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A beautiful concept of the ideal self versus the ought self. It is all too easy to fool oneself into believing that what is actually another person's imposed perspective, what we often call the ought self, in contrast to the ideal self, is, in fact, the ideal state people have thought for themselves.

So, therefore, to carry this wrong perception, it is easy to fool means it is carrying the wrong perception that what is actually another person's impose perspective is there so, what he wants to be. So, it is a fact the ideal state people have thought for themselves is what they want to be in their desired future that has to be considered.

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	Ideal Self	Ought Self
Driver	What a person wants to do	What people feel they ought to do
Motivation type	Autonomous	Controlled
Self-regulatory focus	Promotion	Prevention
Psychophysiological state	PEA*	NEA*
End result	Sustained desired change	Short-term behavior change

Table : Difference between the Ideal Self and the ought Self
*positive emotional attractors
*negative emotional attractors

Image Source- Change and Compassion: The Essence of Effective Coaching, Gareth Cray, Case Western Reserve University, (2010)
The Talent Management Handbook edited by Lance A. Berger & Dorothy A. Berger

Here in this table, we will find that in the ideal self, what is a driver? What a person wants to do and, in the ought self, what people feel they ought to do? That he is doing. Motivation type, autonomous motivation, controlled motivation. So, here in the ideal self, no limitation. Self-regulatory focus, promotion, prevention. Psychological state that is the positive emotional attractors and Negative Emotional Attractors -NEA.

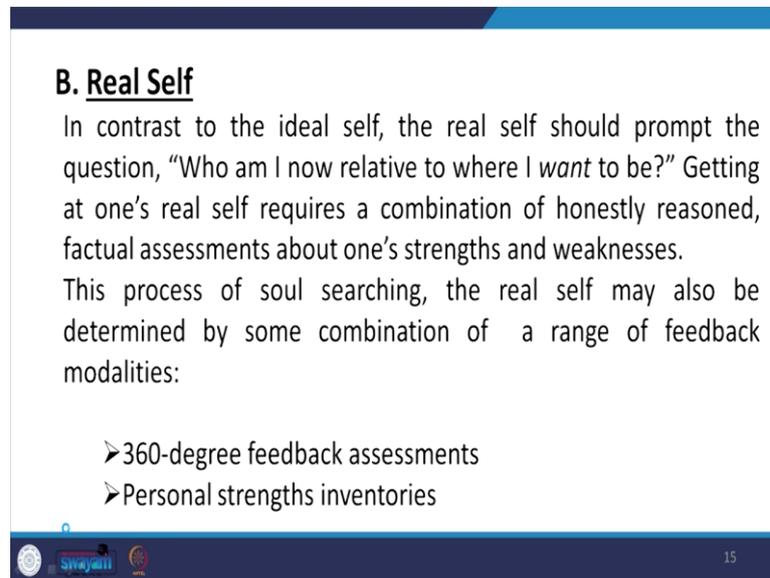
So, therefore, in that case, it is the psychological state that is the positive emotional attractors that are becoming very important or negative emotional attractors that are also becoming very important, and this type of variables can be taken for the research.

So, motivation types when autonomous and controlled is there, and when you are going for the promotion, the ideal self is promotion and positive emotional attractors so, what will be the result? The result will be sustained desired change, what changes you wanted to be and that you will bring, but ought self is it is controlled one, prevention is there, negative emotional attractors, negative emotional attractions so, short term behaviour change is there.

And as a result, what people feel they ought to do so, then, in that case, it will be negative, and therefore, it will not be the ought self. So, when we compare ideal self and ought self, however, it is also true that there is nothing wrong if you want to be the ought self, but you have to judge and understand that if you want to be, that is what people feel they ought to be and not about what a person wants to do. So, then ought self will be

there. There are certain business acumen those who are coming in wayward through the ought self also, but here there is the short term behaviour change is there and which is negative emotional attractors.

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B. Real Self

In contrast to the ideal self, the real self should prompt the question, “Who am I now relative to where I *want* to be?” Getting at one’s real self requires a combination of honestly reasoned, factual assessments about one’s strengths and weaknesses.

This process of soul searching, the real self may also be determined by some combination of a range of feedback modalities:

- 360-degree feedback assessments
- Personal strengths inventories

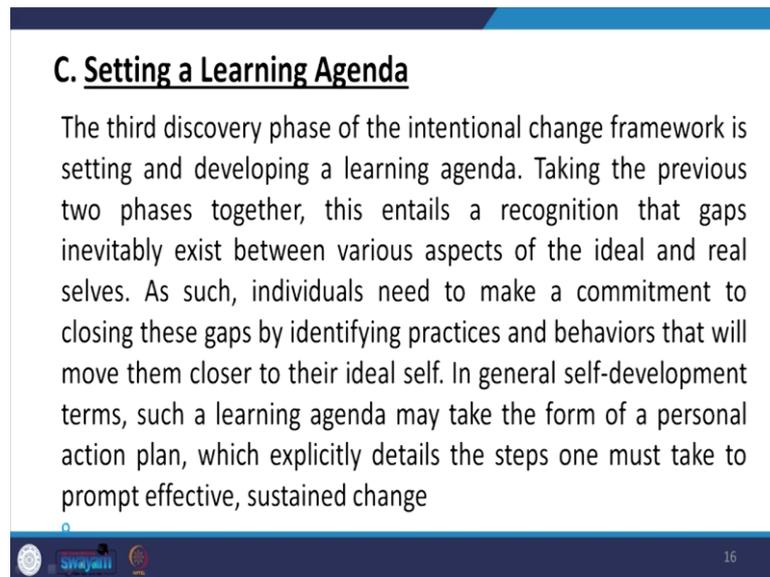
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So, what is the required real self? In contrast to the ideal self, the real self should prompt the question, one is the ideal self, one is the ought self, and one is the real self. So, what is that? That is a real self. Who am I now relative to where I want to be? So, when we talk about like the Gita to know yourself, who am I? Why am I on this earth? What am I supposed to contribute? Where is my destiny? Where I have to reach? So, where I want to be?

Getting it one's real self requires a combination of honesty because that is the factual assessment about one's strengths and weaknesses, and that will lead the person. In this process of soul searching, the real self may also be determined by some combinations of a range of feedback modalities. So, therefore, when we are talking about our soul searching, then definitely the real self may also be determined by what we want.

So, 360-degree feedback assessments will be there, and the personal strengths inventories will be there. So, the 360-degree feedback assessment which we have talked about in the early sessions where we want to take the feedback from our all stakeholders, superior-subordinate, colleagues and also the personal strengths inventories, what are my strengths inventories and how I am working on those inventories.

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C. Setting a Learning Agenda

The third discovery phase of the intentional change framework is setting and developing a learning agenda. Taking the previous two phases together, this entails a recognition that gaps inevitably exist between various aspects of the ideal and real selves. As such, individuals need to make a commitment to closing these gaps by identifying practices and behaviors that will move them closer to their ideal self. In general self-development terms, such a learning agenda may take the form of a personal action plan, which explicitly details the steps one must take to prompt effective, sustained change

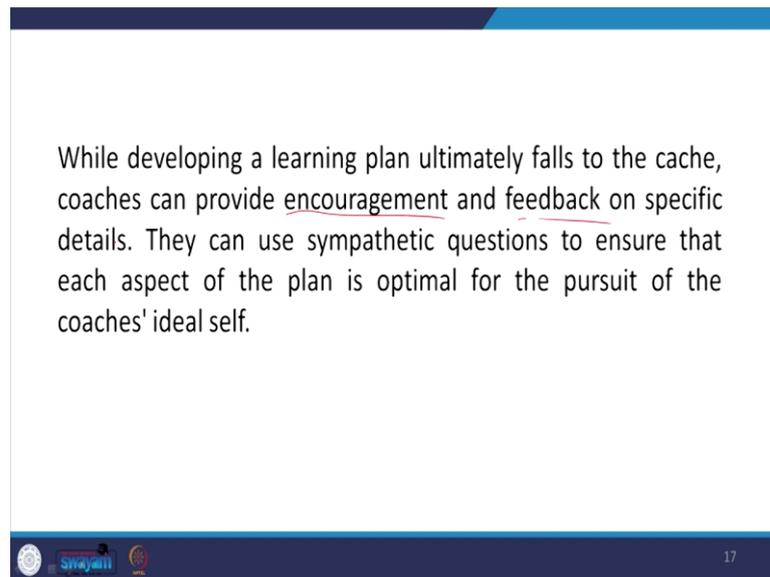
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I am setting a learning agenda so, therefore, when we want the real self. The third discovery phase of the intentional change framework theory is setting and developing a learning agenda. Taking the previous two phases together, this entails a recognition that gaps inevitably exist between the various aspects of the ideal and real selves; ideal self and real self where ideal self what I want to be, real self what I am.

So, as such, individuals need to make a commitment to closing these gaps by identifying practices and behaviour that will move them closer to their ideal self. Naturally, I want to be like x personality, ideal self, then my all activities to be directed and groomed according to the x. So, I make a commitment to closing these gaps by identifying practices and behaviour I should follow that will take me closer to the ideal self.

So, these practices and behaviours are required to be changed or developed. In general, self-development that development terms such as learning agenda may take the form of a personal action plan, which explicitly details the step one must take to prompt effective and sustained change.

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So, while developing a learning plan ultimately falls to the cache, coaches can provide encouragement and feedback on specific details. They can use sympathetic questions to ensure that each aspect of the plan is optimal for the pursuit of the coaches ideal self.

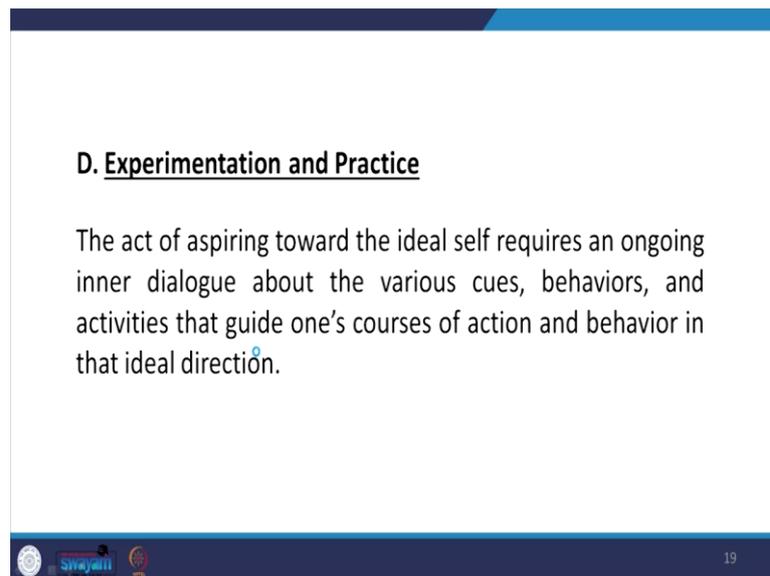
So, the role of coaches is important. When we are going right from the ideal self-right to the ought to the self and real self and the development close towards the ideal self by the real self-knowing our own strengths and weaknesses and going towards the ideal self-right, and there is a role of the coach. If the coach is competent enough to bring and explore yourself first real self and not with the ought to self, ought to self is not in the question, but the objective, goal and wish is to be the ideal self.

And when we are going for ideal self-feedback on the coach, that will provide encouragement and feedback on specific details, and they can use the sympathetic questions to ensure that each aspect of the plan is optimal for the pursuit of the coaches ideal self. So, this is very important, that is, the encouragement and feedback by the coaches in detail.

They can use sympathetic questions to ensure that each aspect of the plan is optimal. Whatever has been planned, it is going to be optimal for the pursuit of the coach's ideal self. Coaches ideal self is that is the best performer that is why it has been used coaches ideal self which you want to be. So, optimal for the pursuit of the coaches ideal self is becoming very important.

Coaches will have different learning styles, and so configuring coaching sessions on leveraging their individual learning style, being more practice-oriented or abstraction oriented will best ensure that they stay on the path toward their ideal self. So, therefore, we have to see what type of coaching is there and that conferring the coaching into the ideal self to the abstraction oriented and therefore, they will go towards the ideal self.

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D. Experimentation and Practice

The act of aspiring toward the ideal self requires an ongoing inner dialogue about the various cues, behaviors, and activities that guide one's courses of action and behavior in that ideal direction.

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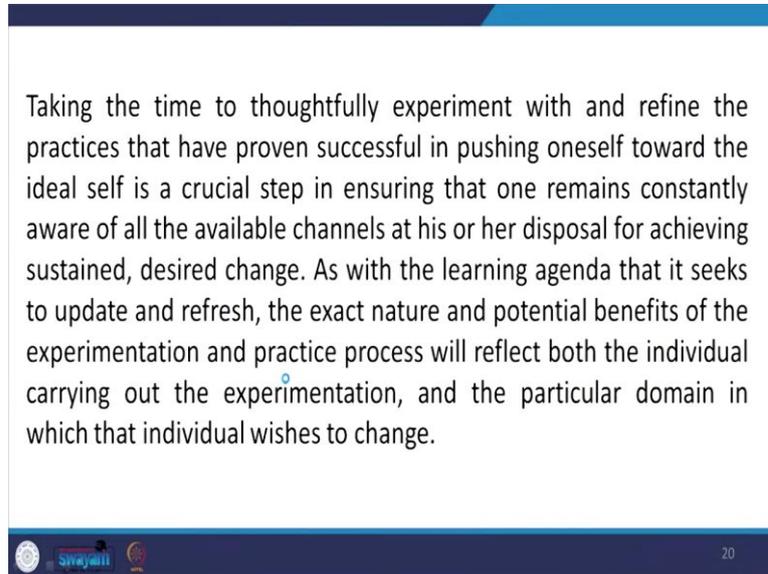
The last part is experimentation and practice. This is about the philosophy of what is ideal self, ought to be self, real self, coaches roles, coaches direction, his feedback, his guidance and coaching with the compassion and coaching with the compliance and all. The act of aspiring towards the ideal self requires an ongoing inner dialogue about the various cues, behaviour and activities that, whatever is inspiring me so, my inner dialogue is to be there.

Talent should have a strong inner dialogue to know various cues. Cues mean that is what I normally do. Am I short-tempered, or I am the high tempered? Is this my way? Is it the highway, or it is team-building? Do we appreciate the advice? What do I do? Am I a good learner? So, cues and then accordingly, what how do I behave? Because my cues and my behaviour and my behaviour will be leading the different activities and all these are they are leading in the ideal direction.

If they are leading into the ideal direction, actions behaviour in that ideal direction, then there will not be much difference between the ideal self and real self because that has

been developed with the cues, behaviours and activities directed towards the action behaviour in that ideal direction.

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Taking time to thoughtful experiment with and refine the practices that you have proven successful in pushing oneself ideal self as a crucial step and making them constantly aware of the available channels at his or her disposal for sustainability, desired change, and you have started with the desired change. So, that desired change will be achieved.

As with the learning agenda that seeks to update and refresh the exact nature and potential benefits of the experimentation and practice process, this is very, very important experimentation. Without experimentation, developing the skills, it will not be possible to achieve the ideal self, and at least, we have to develop our real self. That will reflect both the individual carrying out the experimentation and a particular domain in which that individual wishes to change.

And therefore, he should do your experimentation, and your experimentation will give the results, and that results will tell whether you are green, pink or yellow means you can, you cannot, your potential. So, therefore, in that case, if you follow these steps, I am sure we will be close to the ideal self and talent that your employees have; they should be exposed to yourself also and your employees also for an executive. So, in that case, you will find you are nurturing and developing the talent in the true sense.

Thank you.