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CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	HRM PRACTICES AND EMPLOYEE ATTRITION: A GENDER CENTRIC ANALYSIS OF INDIAN BPO INDUSTRY <i>AMIT MALHOTRA & ADITYA GAUTAM</i>	1
2.	CONSUMER BRAND PREFERENCE TOWARDS PASTEURIZED PACKAGED MILK IN GUDALUR TOWN <i>DR. L. RAMESH & POORNIMA.S</i>	6
3.	ASSESSING THE POTENTIALITY OF RAINWATER HARVESTING SYSTEMS IN PUNE CITY <i>RAJESHWARI SHINDE & DR. VIJAYA S. NAWALE</i>	14
4.	PROFITABILITY ANALYSIS OF SELECTED AUTOMOBILE COMPANIES IN INDIA <i>ANAND R. & MARIA D'SOUZA</i>	20
5.	THE COMPARATIVE ADVANTAGE OF NORTH CYPRUS IN THE GREEN LINE TRADE: EMPIRICAL ANALYSIS DURING PERIODS OF 2005- 2013 <i>ZEHRA SENHAZ, FEHIMAN EMINER & OKAN VELI ŞAFAKLI</i>	23
6.	ANALYSIS THE INFLUENCE OF MACROECONOMIC VARIABLES ON JAKARTA COMPOSITE INDEX AND SECTORAL INDEX STOCK RETURN <i>LIANITHA KURNIAWATI, DR. NOER AZAM ACHSANI & DR. LUKYTAWATI ANGGRAENI</i>	31
7.	INDUCEMENT OF WOMEN ENTREPRENEURS ON BEAUTY PARLOUR BUSINESS IN SIVAGANGA DISTRICT <i>THANGAM ALAGARSAMY & DR. S. GANAPATHY</i>	38
8.	A STUDY OF MARKETING MIX STRATEGIES ON THE INDIAN UPVC WINDOW MARKET <i>K. SATYA SUBRAM, DR. MOHAMMED NAVED KHAN & DR. CHETAN SRIVASTAVA</i>	41
9.	CONSUMER PERCEPTION TOWARDS MARKETING OF TANTEA PRODUCTS <i>S. DEEPA & M. JAYALAKSHMI</i>	47
10.	ANALYSIS OF EDUCATIONAL FINANCIAL SCHEMES FOR SCHEDULED CASTES AND SCHEDULED TRIBES IN INDIA <i>SUSHMA NANDKUMAR BANSODE & DR. CA SUBHASH PRALHAD DESAI</i>	51
11.	PEER COACHING: A TOOL FOR CAREER DEVELOPMENT <i>CHANDRASHEKHAR CHOLLI, SREERAJ P S & DR. RAVINDER KAUR</i>	54
12.	FACTORS AFFECTING CONSUMER PERCEPTION TOWARDS BRANDED CLOTHES IN RURAL AREAS <i>AMANDEEP KAUR SANDHU & GAGANDEEP KAUR</i>	57
13.	COMPARATIVE ANALYSIS OF PRE AND POST-MERGER FINANCIAL PERFORMANCE WITH REFERENCE TO IT SECTOR IN INDIA <i>ZOHRA BI</i>	61
14.	THE ART OF GIVING FEEDBACK IN COACHING: SIGNIFICANCE AND PERSPECTIVE <i>MANALI DAREKAR, MILKA SEBASTIAN & DR. RAVINDER KAUR</i>	70
15.	INVENTORY MANAGEMENT IN PAPER INDUSTRY: A COMPARATIVE STUDY IN SPML AND INTERNATIONAL PAPER APPML <i>DR. YELLASWAMY AMBATI</i>	74
16.	CORPORATE SOCIAL RESPONSIBILITIES OF COMMERCIAL BANKS IN INDIA WITH SPECIAL EMPHASIS TO SBI <i>AMALKUMAR.P</i>	79
17.	AUDIT PROCESS UNDER MGNREGA <i>KHEM RAJ</i>	82
18.	COMPETITIVE CHALLENGE OF CASHEW INDUSTRY IN ANDHRA PRADESH (WITH REFERENCE TO PRAKASAM, EAST & WEST GODAVARI DISTRICTS) <i>P.V.V. KUMAR, T. SUSMITHA, P. YAMUNA & B. YAMINI</i>	85
19.	REGULATION OF E-COMMERCE IN INDIA <i>MAITRI TANDON</i>	88
20.	STRATEGY IMPLEMENTATION AS INTERVENING FOR COMPANY'S RESOURCES AND REGULATIONS IN ORDER TO FORM BUSINESS PERFORMANCE [STUDIES IN UNIT BUSINESSES OF PT PERTAMINA (PERSERO)] <i>ELFIEN GOENTORO</i>	93
	REQUEST FOR FEEDBACK & DISCLAIMER	97

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THE ART OF GIVING FEEDBACK IN COACHING: SIGNIFICANCE AND PERSPECTIVE

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ABSTRACT

Feedback plays a major role in building the self-awareness of the coachee in terms of knowledge, skill and attitude. The disparity between coaching and effective coaching lies in a constructive feedback. Apart from the coach providing support and assistance it is essential to provide a constructive feedback to the coachee. The purpose of this paper is to understand the significance of feedback by the coach on the performance of the coachee. This paper reviews the importance of giving a constructive feedback and its effect on the coach and coachee relationship. It also highlights the significance of constructive and effective feedback to the coachee along with his acceptance towards the opinion of the coach by reviewing various papers. It was found that in order to provide positive or negative feedback, one should soften the emotional blow and to deliver the criticism in private. The results also disclose that a constructive feedback also acts as a tool to identify potential leaders in the organization. This paper would help coaches as well as coachees to give effective and continuous feedback. This would develop a better coaching culture in the organisation. The limitation of the paper includes the reverse feedback in the coaching process. The paper does not consider any gender differences in providing feedback. It would help individuals and organisations in making decisions about designing, implementing and measuring effectiveness of feedback in the coaching programs, thus cultivating a habit of utilizing feedback in the coaching process.

KEYWORDS

coaching, effective feedback, coach.

INTRODUCTION

Coaching is essential for developing the career growth of the employee in an organization by refining the skills and performance. It deals with concerns before they become severe. Coaching is primarily associated to one to one process of improve, grow and to achieve a higher performance level by providing constructive feedback, support and awareness to the coachee (Pousa & Mathieu, 2010). A coaching session is usually a dialogue between the coachee and the coach. It helps the coachee to find out solutions for their growth. In few organizations when things are not in place, coaching is used as a corrective means. In many organizations, coaching is perceived to be a positive tool for helping employees to explore and accomplish their professional growth. Coaching is for the benefit of the individual along with the focus on organisational development, although there might be a personal aspect. Results are measured aligned with the performance needs of the organisation for the individual being coached.

Coaching is a continuous practice used in the organization to establish and sustain professional relations and employee's performance level. It identifies an employee's growth, help in planning and developing effective skill. With the help of their coaching skills, the coach assesses the requirements for the development of the coachee. Coach and coachee work out mutually on planning out on training needs or new projects. These plans are mostly conveyed through effective feedback process. Hence, it is important to build trust at first along with a constructive feedback for a successful coaching process. These tactics are mostly conveyed through effective feedback process. Feedback is the crucial to provide employees with valuable inputs and supervision. The art of giving feedback is essential because it not only affects the performance but also the talent of the coachee. Many a times coaching is not effective due to several reasons. Hence, it is necessary for a two-way communication feedback between the coachee and the coach. *Employee feedback* provides coach with valuable inputs regarding how they assist their coachee's work performance. *Coach feedback* should guide and recommend employee's performance enhancement. Coach must point out the incident specifically so that new ideas or required improvements could be made in a cautious manner. Renowned coaches cultivate a practice which includes constant and extensive discussions regarding employee's performance. It would be more effective with informal practise and focused discussions concerning performance and development of the employee.

When coaches contribute to coachee's career growth in regard to eminence and magnitude of their job, coachee understands the need to improve upon his performance to achieve career growth and skills. Coachee who are willingly for a feedback from their coaches, figure out the reason for their professional failure and are able to eliminate them with time. Constant and constructive feedback gives the coach and coachee several chances to standardize and reward their mutual efforts. Constructive and constant feedback is necessary for enhancing the performance and flourishing coach-coachee relationship.

OBJECTIVES

1. To understand the significance of feedback on the performance of the coachee by the coach.
2. To review the importance and effects of constructive feedback on the relationship of coach and coachee.

DISCUSSION

Coaching the employees to help them in reaching their goals and achieving their optimal performance is the best way to bring out the best in them. Giving feedback to employees is one of the crucial processes in coaching. One of the reasons companies have introduced coaching is because of not obtaining the standard of feedback they need (Carol Wilson, 2004). Ongoing feedback and coaching is used to strengthen acceptable behaviour, to teach the employee new skills, to encourage employee to pursue higher levels of performance, to mentor employees, similarly on correct performance deficiencies. The performance review of the coachee or any deliberate suggestion might not even be a feedback which can have effect on the relationship between the coachee and the coach. The coach must provide feedback without pinching the emotions of the coachee.

People are naturally creative, take pleasure in contributing and like to have a measure of control of their workload. These instincts are restrained by managers who bully, criticize, humiliate or micro-manage their staff. However, being left alone without any positive feedback or suggestions for enhancement does not encourage people to take responsibility either (Carol Wilson, 2011). So here the *importance of giving feedback* comes into picture but then sometimes manager struggle about how to give "learning" or "developing" or "negative" feedback which can be faced by asking a simple question "What would I prefer to listen in this situation?" Effective feedback and direction, and reaching to personal well-being are seemingly to enable coaches, HRD practitioners and line managers to take a more informed and intelligent approach in coaching and other situations where inter- and intra-personal awareness are essential (Penny Mavor, Eugene Sadler-Smith, David E. Gray, 2010). So here we can understand how effective feedback helps the employee to map its ability and well-being. Ongoing coaching, additional to performance appraisals, is viewed by several practitioners (e.g., Hutcheson, 1996; Luthans & Peterson, 2003; Waldroop & Butler, 1996) as a primary way to develop and encourage employees. This as a result of coaching overcomes the problem of timeliness. It involves giving feedback on an ongoing basis. Based on this feedback, specific goals are set, the relationship between what the person is doing and the outcomes the person can expect is clarified, good performance is appreciated, and the individual is encouraged to take action that would lead to improvement in job performance (Hall, Otazo, & Hollenbeck, 1999; Heslin, Latham, & VandeWalle, 2005; Heslin, Vande-Walle, & Latham, 2006).

One of the difficult areas that constantly provide managers as well as employees is the need to provide and receive *effective feedback*. The issue is to give an effective feedback which is one of the essential components that need to be present to help employees improve performance. It builds an association between the employee's work and the way actions are perceived by their peer. The key to provide an effective feedback is about the quality of information provided than the time dedicated for it. Despite the performance review session, it would be an ineffective without giving the team an insightful feedback in coaching (on a regular basis) this approach helps them develop and be more productive (Halogen Software, 2014).

To implement thriving *performance management* systems, one must develop the supervisor - subordinate relationship because it is the daily coaching phenomenon which is vital for improving performance on several aspects. To enhance employee recognition, organizations ought to coach their managers to interact in appropriate manner which supports the means of providing feedback technique (Stephen F. Young and Lisa A. Steelman, 2014). The encouragement of a constructive feedback culture could be reinforced through coaching behaviour by the means of formal inclusion in the performance appraisal. Coaching works as bridges the gap between the existing and required performance as well as coaching creates the best medium for searching new insights and developing action plans as long as constant and constructive feedback is provided (Paul King and John Eaton, 1999). Thus we can further say that coaching and feedback go hand in hand to enhance the performance and bring out the right potential of the coachee.

The intention of feedback is it is to plan for the long run rather than residing on the past. Though feedback is initiated with the past reflection and present behaviour and job performance, it does not conclude there. Effective feedback uses past reflection to assist the coachee to plan effective career growth in the organization (Karen Miller and Shirley Poertner, 1997). The *power of feedback* isn't solely to provide a futuristic map but also goal oriented, supportive, continual, in depth (specific and accurate) and multidirectional.

Feedback and coaching intervention have higher *impact on leadership behaviours*. Providing significant feedback by assessing and serving high performing employees to interpret feedback through coaching, these are viable tools to boost leadership in organization (Peter Goff, J. Edward Guthrie, Ellen Goldring and Leonard Bickman, 2014). Thus it may be said that coaching and feedback together facilitate leaders' ability to interact with their employees regarding their own leadership development. The grouping of multi-rater feedback and individual coaching do increase leadership effectiveness up to sixty per cent (Elizabeth C. Thach, 2002). Thus we are able to say that implementing developmental processes for leadership that highlights feedback to drive self-awareness with the hand holding by a experienced coach; future leaders can be developed and high potentials performers would hone their skills; and derailing executives can be saved.

Feedback also can be seen as a tool to *identify potential coach* in the organisation. It is done through formal processes such as employees' annual appraisal which consist of 360-degree feedback and what their team describes their tendency to coach others, then it can be taken in to consideration (Julie Starr, 2004).

For becoming an effective coach, one needs to be professional at providing praise and criticism. While it is straightforward to praise, it is much more difficult and not pleasant to criticize the coachee. The employees are shown the scope of improvement by this practice in the management. Thus, it is very important for managers to be informed about when and how to provide negative feedback. The thing to realize is that *individuals generally respond more strongly to negative events than positive ones*. One should avoid inadvertently criticizing any of their employees and need to weigh the tradeoffs involved in making negative feedback (Robert C. Pozen, 2013). Managers at work might hesitate to provide direct and tough feedback which is usually expected by the coach. Whereas coachees expect a tactful, sensitive and caring delivery of feedback but some insist on providing the feedback as it is. (Peter Bluckert, 2005). However they should also keep in mind to take steps to soften the emotional blow and ensure deliver your criticism in privately. The ability to give feedback in an expert manner is also learnt as is that the capability to receive feedback in an exceedingly non-defensive manner (Peter Bluckert, 2005). Through a range of personal development processes and argues that coaching ought to be conducted both in one-to-one situations and in groups so as to derive the benefit of feedback.

The support provided by a senior, immediate manager or self-appointed mentor uses their coaching skills to develop coachee is preferred at the workplace (Stewart, 2008). To be at par with the quality of work in this setting is done by effectively communicating with the coachee and providing *constructive feedback* on periodically. Constructive feedback focuses on behaviours and not the coachee along with the focus on the future rather than the past and helps the coachee to self-discover (Dave Ulrich, 2008). Coachees are more likely to develop their career effectively by exploring opportunities to enhance their potential. Hence they expect constructive feedback on their performance and do not relinquish their growth when confronted by challenges (Lorna J. Stewart, Stephen Palmer, 2009). This would benefit organizations to be aware of the decreasing motivation among employees and the importance of timely support by the coaches or managers. This could be achieved by encouraging, providing constructive feedback and minimising challenges of the employees and this would in turn elevate their motivation to attain individual as well as organizational goals

RECOMMENDATION

Approaches should be made to measure the effectiveness of feedback in coaching because it a crucial element of the coachee and coach relationship. Sometimes even though the coach has knowledge and skill about his area but they might lack in refining the weakness of the coachee. A continuous constructive feedback is necessary for the development of the coachee because persistent feedback enhances performance. Providing effective feedback to regarding the performance of the coachee is chief accountability for all coaches and is it affects the overall performance of the coachee. Constructive feedback is mostly objective. It is mostly focused on performance rather than attitude of the coachee. It is a mutual effort of the coach and the coachee which helps developing new skills for career growth. Informal coaching would help to develop performance and match up the expectation of employees as well as organization. Hence, more emphasis should be given to the feedback while coaching. Other barriers to providing feedback would be the cultural and lingual differences for coaching that occurs beyond geographical boundaries of a nation.

CONCLUSION

Coaching is meant for the coachee to grow professionally and achieve their career goals. Gone are those days when the feedback was given annually. The trend of providing feedback has drifted from stipulated to persistent feedback. Coaching would be incomplete without feedback as there is a positive association with each other. This paper highlights the significance of constructive and effective feedback to the coachee along with his acceptance towards the opinion of the coach. The purpose of this paper is to understand the significance of feedback by the coach on the performance. It also reviewed the importance of constructive feedback and its effect on the relationship of coach and coachee. This paper reveals that in order to provide positive or negative feedback, one should soften the emotional blow and make sure to deliver the criticism in private. It discloses that a constructive feedback also act as a tool to identify potential leaders in the organization. The performance review or any deliberate suggestion by the coach might not be a feedback. The relationship between the coachee and the coach is dependent on the way a feedback is given. Skills such as empathetic listening also contribute in providing a good feedback. The coach needs to give feedback without hurting the emotions of the coachee. With the help of their coaching skills, the coach assesses the requirements for the development of the coachee. This makes coachee aware of the various experiences which would help them to acquire appropriate mind set for career growth. Coach and coachee work out mutually

on planning out on training needs or new projects. These plans are mostly conveyed through effective feedback process. Hence, it is important to build trust at first along with a constructive feedback for a successful coaching process.

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