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CERTIFICATION COURSE

LEADERSHIP AND TEAM EFFECTIVENESS

LECTURE - 50

Developmental Planning: GAPS ANALYSIS

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What is G.A.P.S?

- GAPS is a critical part of your professional development.
- It Is Coined by Peterson and Hicks “Leader and Coach” in 1996.
- It’s important for leaders and followers to stay “relevant”.
- G.A.P.S is an acronym for goals, abilities, perceptions and standard. Its used to build skill, knowledge and behavior in you personal and professional life.



<https://frontlinemanagementexperts.files.wordpress.com/2015/06/gaps-gary-tremolada-professional-development-trainer.gif>

Development Planning

- Development planning refers to the strategic measurable goals that a person, organization or community plans to meet within a certain amount of time. It generally also includes the criteria that will be used to evaluate whether or not the goals were actually met.
- Development planning refers to the strategic measurable goals that a person, organization or community plans to meet within a certain amount of time. Usually the development plan includes time-based benchmarks.



<https://bohatala.com/wp-content/uploads/2018/10/Development-Planning-for-Business-300x212.png>

Development Planning

Conducting a GAPS (Goal, Ability, Perception, Standards) Analysis

Goals:

Where do you want to go?

Step 1: Career objectives:

Career strategies:

Standards:

What does your boss or the organization expect?

Step 5: Expectations:

Abilities:

What can you do now?

Step 2: What strengths do you have for your career objectives?

Step 3: What development needs will you have to overcome?

Perceptions:

How do others see you?

Step 4: 360-degree and performance review results, and feedback from others:

- *Boss*
- *Peers*
- *Direct reports*

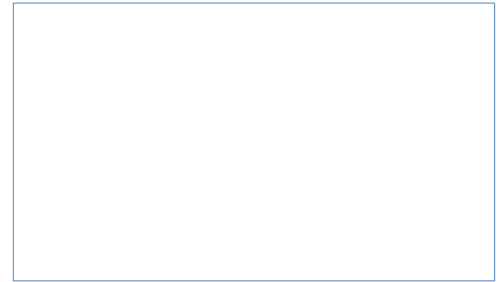
Sources: D. B. Peterson and M. D. Hicks, *Leader as Coach* (Minneapolis, MN: Personnel Decisions International, 1996)



The specific steps for **conducting a GAPS analysis** are as follows:

Step 1: Goals-The first step in a GAPS analysis is to clearly identify what you want to do or where you want to go with your career over the next year or so. This does not necessarily mean moving up or getting promoted to the next level.

The one of the most important aspects of this step in the GAPS analysis are that leadership practitioners will have a lot more energy to work on development needs that are aligned with career goals, and in many cases advancing to the next level may not be a viable or particularly energizing career goal.

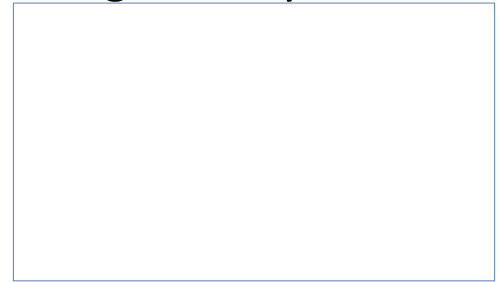


Conducting a GAPS Analysis(Cont.)

Step 2: Abilities- People bring a number of strengths and development needs to their career goals. Over the years you may have developed specialized knowledge or a number of skills that have helped you succeed in your current and previous jobs.

Similarly, you may also have received feedback over the years that there are certain skills you need to develop or behaviors you need to change. Good leaders know themselves—over the years they know which strengths they need to leverage and which skills they need to develop.

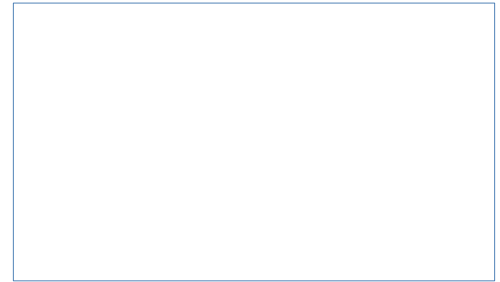
Step 3: Perceptions- The perceptions component of the GAPS model concerns how your abilities, skills, and behaviors affect others.



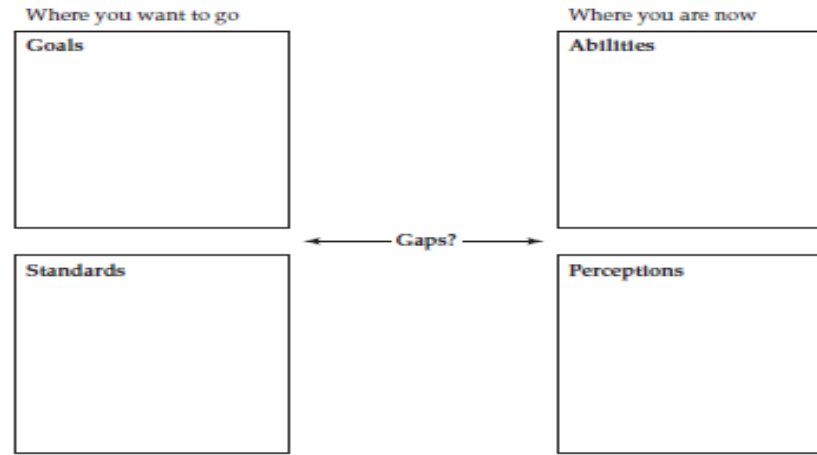
Conducting a GAPS Analysis(Cont.)

What are others saying about your various attributes? What are their reactions to both your strengths and your development needs? A great way of obtaining this information is by asking others for feedback or through performance reviews or 360-degree feedback instruments.

Step 4: Standards- The last step in a GAPS analysis concerns the standards your boss or the organization has for your career objectives. For example, your boss may say you need to develop better public speaking, delegation, or coaching skills before you can get promoted. Similarly, the organization may have policies stating that people in certain overseas positions must be proficient in the country's native language, or it may have educational or experience requirements for various jobs.



Identifying and Prioritizing Development Needs: Gaps of GAPS



Developmental Objectives
Current position:

Next proposed position:

Sources: D. B. Peterson and M. D. Hicks, *Leader as Coach* (Minneapolis, MN: Personnel Decisions International, 1996)

Identifying and Prioritizing Development Needs:

Gaps of GAPS

- As shown in Figure, the goals and standards quadrants are future oriented; these quadrants ask where you want to go and what your boss or your organization expects of people in these positions.
- The abilities and perceptions quadrants are focused on the present: what strengths and development needs do you currently have, and how are these attributes affecting others? Given what you currently have and where you want to go, what are the gaps in your GAPS?

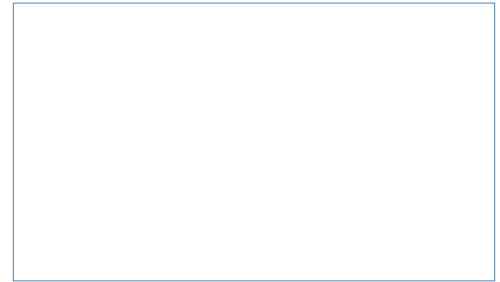


Bridging the Gaps: Building a Development Plan

- A gaps-of-the-GAPS analysis helps leadership practitioners identify high priority development needs, but it does not spell out what leaders need to do to meet these needs.
- The specific steps for creating a high-impact development plan are as follows:

Step 1: career and development objectives.

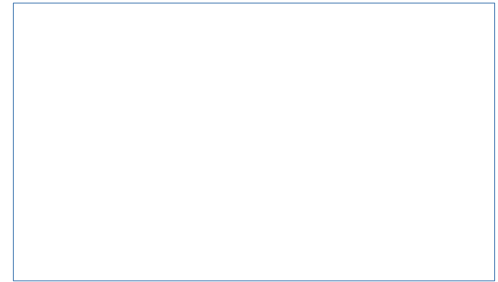
- Your career objective comes directly from the goals quadrant of the GAPS analysis; it is where you want to be or what you want to be doing in your career a year or so in the future. The development objective comes from your gaps-of-the- GAPS analysis; it should be a high-priority development need pertaining to your career objective.



Bridging the Gaps: Building a Development Plan(Cont.)

Step 2: criteria for success. What would it look like if you developed a particular skill, acquired technical expertise, or changed the behavior outlined in your development objective? This can be a difficult step in development planning, particularly with “softer” skills such as listening, managing conflict, or building relationships with others.

Step 3: action steps. The focus in the development plan should be on the specific, on-the-job action steps leadership practitioners will take to meet their development need. However, sometimes it is difficult for leaders to think of appropriate on-the-job action steps.



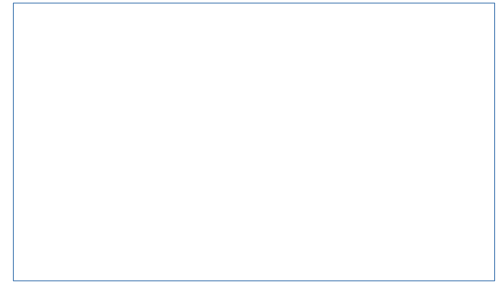
Bridging the Gaps: Building a Development Plan(Cont.)

Step 4: whom to involve and when to reassess dates.

- This step in a development plan involves feedback—whom do you need to get it from, and how often do you need to get it? This step in the development plan is important because it helps keep you on track. Are your efforts being noticed? Do people see any improvement? Are there things you need to do differently? Do you need to refocus your efforts?

Step 5: stretch assignments.

- When people reflect on when they have learned the most, they often talk about situations where they felt they were in over their heads. These situations stretched their knowledge and skills and often are seen as extremely beneficial to learning.



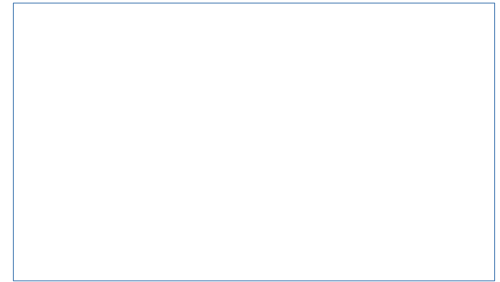
Bridging the Gaps: Building a Development Plan(Cont.)

Step 6: resources.

- Often people find it useful to read a book, attend a course, or watch a recorded program to gain foundational knowledge about a particular development need. These methods generally describe the how-to steps for a particular skill or behavior.

Step 7: reflect with a partner.

- In accordance with the action–observation– reflection model, people should periodically review their learning and progress with a partner. The identity of the partner is not particularly important as long as you trust his or her opinion and the partner is familiar with your work situation and development plan.

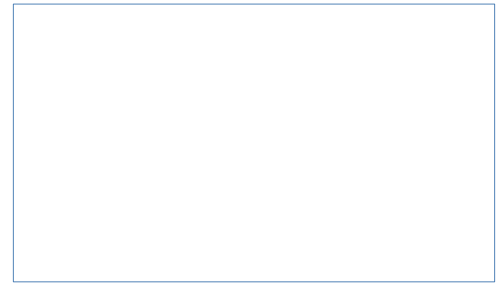


Five steps of coaching

- The five steps of coaching give leaders both a good road map and a diagnostic model for improving the bench strength of their followers.
- Peterson and Hicks pointed out that this model works particularly well for high performers—individuals who tend to benefit the most from, but are often overlooked by, leaders when coaching.

1. Forging a Partnership

- The first step in informal coaching involves establishing a relationship built on mutual trust and respect with a follower.
- Leaders should have high credibility to build a strong relationship with followers.
- Leaders should develop good listening skill to better understand their follower's career aspirations and motivators.



2. Inspiring Commitment: Conducting a GAPS Analysis

Goals: Where do you want to go? ----- <i>Step 1: Career objectives:</i> Career strategies:	Abilities: What can you do now? ----- <i>Step 2: What strengths do you have for your career objectives?</i> <i>Step 3: What development needs will you have to overcome?</i>
Standards: What does your boss or the organization expect? ----- <i>Step 5: Expectations:</i>	Perceptions: How do others see you? ----- <i>Step 4: 360-degree and performance review results, and feedback from others:</i> <ul style="list-style-type: none">• <i>Boss</i>• <i>Peers</i>• <i>Direct reports</i>

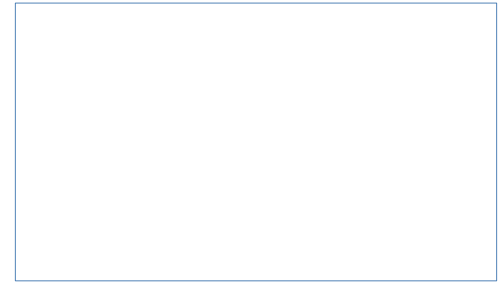
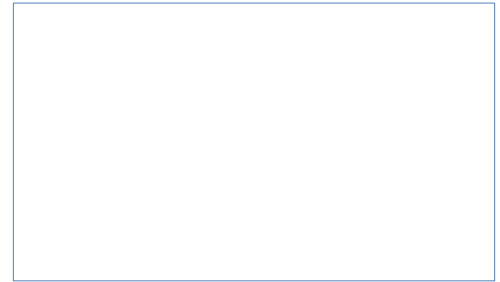


Image source: <https://www.chegg.com/homework-help/questions-and-answers/discuss-detail-would-conduct-gaps-analysis-covered-starting-page-470-course-textbook-pleas-q17887198>

Five steps of coaching(Cont.)

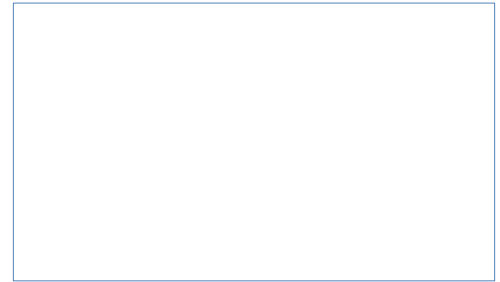
- In the goals quadrant of the GAPS analysis, the leader should write the coachee's (subordinates) career objectives.
- In the perceptions quadrant, the leader would write how the coachee's behavior affects others.
- One way to gather additional information is to have both the leader and the coachee complete a GAPS analysis independently, and then get together and discuss areas of agreement and disagreement.
- During this discussion the leader and coachee should also do a gaps-of-the-GAPS analysis to identify and prioritize development needs.



Five steps of coaching(Cont.)

3. Growing Skills: Creating Development and Coaching Plans

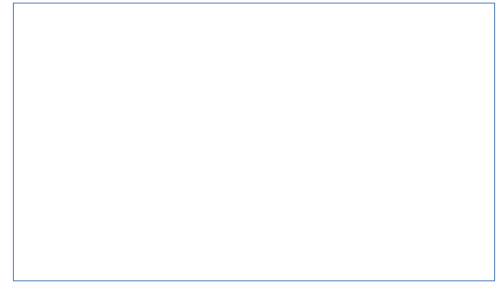
- Once the follower's development needs are identified and prioritized, they will need to build development plans to overcome targeted needs.
- The followers show high level of commitment when they are given the opportunity to develop their own plans.
- Once a draft development plan is created, the leader and coach can use the development planning checklist to review the plan.
- In addition to the development plan, leaders must build a coaching plan that outlines the actions they will take to support their coachees' development.



Five steps of coaching(Cont.)

4. Promoting Persistence: Helping Followers Stick to Their Plans

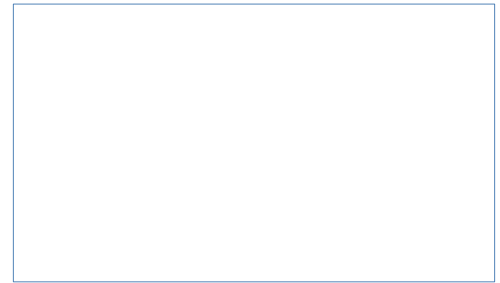
- Sometimes followers build development plans with great enthusiasm, but then take no further action.
- This step in the coaching process is designed to help followers to manage their irresponsible act.
- A large part of coaching deals with helping the followers stick to their development plans.
- A leader should observe the follower while practicing their objective or may be the job related activity and provide immediate feedback.
- Leaders can also help to promote persistence by capitalizing on coachable moments.



Five steps of coaching(Cont.)

5. Transferring Skills: Creating a Learning Environment

- Tichy and Cohen aptly pointed out that the most successful organizations are those that emphasize the learning and teaching process, so that leaders are created throughout the company.
- Leaders can create learning environments by regularly reviewing their followers' development.
- Perhaps the easiest way to do this is by making leaders and followers development partners; then both parties can provide regular feedback and ongoing support.
- Leaders and followers can also review coaching plans to see what is and is not working and make the necessary adjustments.

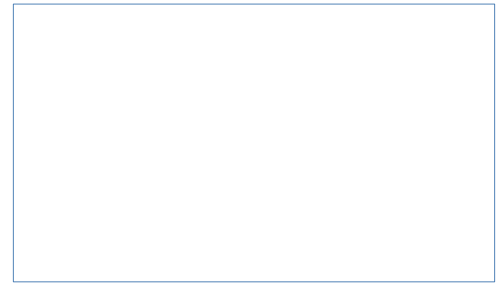


Case study: Once a Company meets its objectives, Can it rest?

In the early 1990s the Chubb corporation, one of the nations' premiere insurance companies, set very challenging objectives for itself. For example, the property and casualty insurer had set a target of selling 25% of its policies outside united states by 2000. It reached 24% in 1995. Rather than slow down, Chubb management felt the only response was to increase the difficulty of its objectives.

Chubb had correctly forecasted an increasing trend toward internationalization; companies were already looking across borders for new market and new suppliers so they were also likely to look overseas for their insurance. Chubb wanted to be there when international companies came looking. .

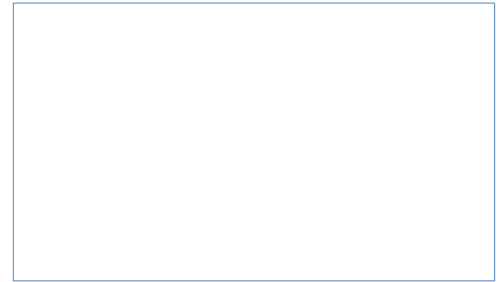
Part of Chubb's strategy to achieve international business success was to position itself as the insurance firm that bets understood global business.



Case study: Once a Company meets its objectives, Can it rest?

To meet that challenge Chubb developed a policy to help exporters manage the broad array of unique risks they face when doing business abroad. Called the exporters package portfolio their insurance policy includes insurance for such unique international risk challenges as kidnap/ransom and extortion, open-ocean cargo, political risk, and products-withdrawal expense.

By 1997 Chubb was again achieving its globalization goals ahead of schedule . Chubb had more than 100 offices operating in the world 's top insurance markets. Chubb's aggressive strategy of opening its own office as rather than using joint ventures or cooperative marketing agreements clearly differentiated the company from other global insurers like AIG and CIGNA. At the same time Chubb was having great success abroad, it was winning service awards in the United States.



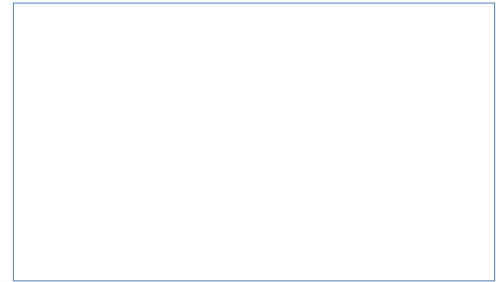
Case study: Once a Company meets its objectives, Can it rest?

Worth magazines' Readers choice' survey named Chubb the top pick for homeowners' insurance.

Given Chubb's track record for success, it would seem that setting More difficult objectives would be in order. Yet Chubb's management might wonder, could Chubb continue to meet all its challenging goals, or at some point would it falter? Was now a time for Chubb to slow down, or should it push on?

Questions

1. In what ways does Chubb's behavior reveal a well thought out planning process?
2. What risks might Chubb face if it continues to push for more difficult objectives.
3. Should Chubb push for higher levels of international revenues in its next round of objective setting?



Research Paper



Journal of Management
Development
Vol. 36 No. 7, 2017
pp. 930-939
© Emerald Publishing Limited
0262-1711
DOI 10.1108/JMD-06-2016-0092

The impact of leadership coaching on leadership behaviors

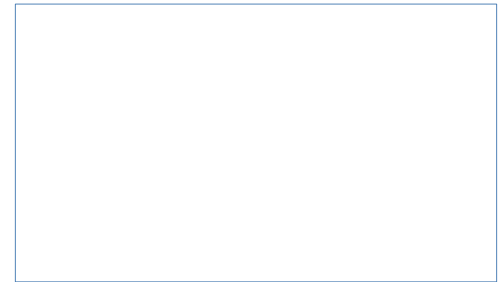
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Baltimore, Maryland, USA*

Received 11 June 2016
Revised 8 December 2016
Accepted 9 December 2016

Purpose

Given the huge national and corporate investment in developing management and leadership capability, questions about the effectiveness of such development activities are valid, necessary and urgent. This paper aims to examine this issue.

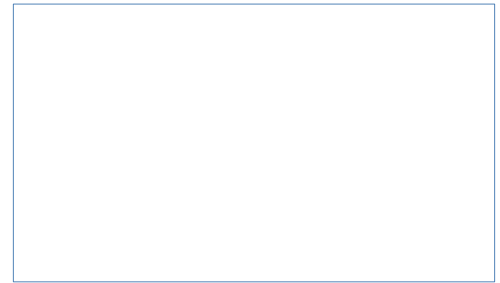


Design/methodology/approach

There were 1,000 respondents consisting of matched pairs of HR managers and line managers drawn from 500 organizations. The survey was carried out using archive data collected in 1996, 2000 and 2004.

Findings

The report provides evidence demonstrating how management and leadership development works when it is: a clear organizational priority with employers taking responsibility; linked to business strategy with established processes and frameworks; designed to build relevant competences and behaviors; and focused on long-term tenure of employees.

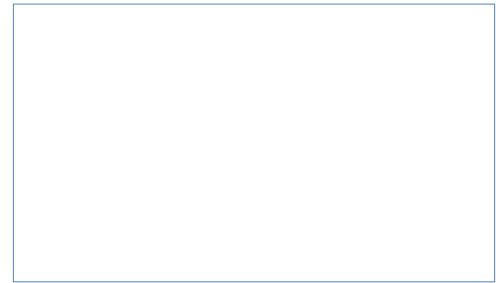


Research limitations/implications

This report continues the influential research series started in the mid-1980s when the Chartered Management Institute worked with Charles Handy and others to analyze how the UK developed its managers. Studies were carried out every four years throughout the 1990s: the previous survey, “Achieving management excellence”, was carried out in 2000 and has been extensively referenced by Government, business and the media.

Practical implications

Communicate to policy makers, employers and employees that there is clear evidence that management and leadership development improves organizational performance over time. Derive the greatest benefits by implementing management and leadership development (MLD) in a coherent and strategic way. Develop the skill-sets associated with people management, leadership, customer care and motivation/teamwork.



Book Recommendation

Career Planning, Development, and Management: An Annotated Bibliography

Authors: Jonathan P. West

Publisher: Routledge; 1st edition (20 November 2018)

Language: English

Paperback : 328 pages

ISBN-10 : 1138629936

ISBN-13 : 978-1138629936

**CAREER
PLANNING,
DEVELOPMENT,
AND MANAGEMENT**

An Annotated Bibliography

Jonathan P. West

ROUTLEDGE LIBRARY EDITIONS:
HUMAN RESOURCE MANAGEMENT

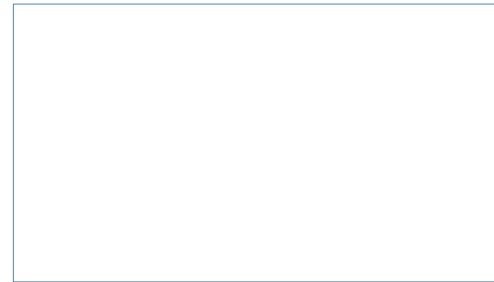
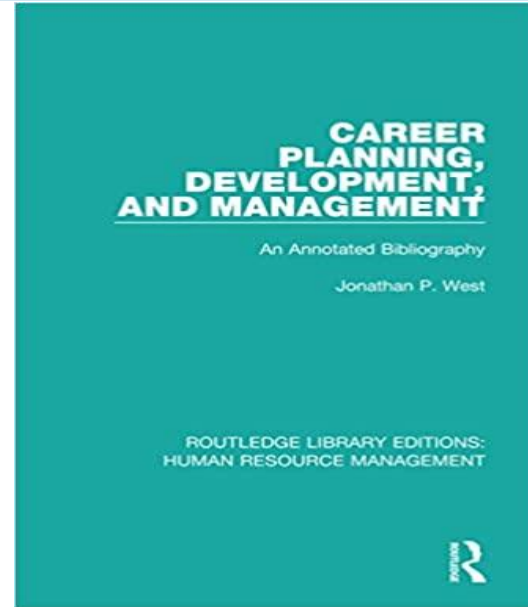


<https://www.amazon.in/Career-Planning-Development-Management>



Book Recommendation

Substantial literature has emerged on the subject of career planning, development, and management. Academic research by economists, educators, political scientists, psychologists, and sociologists has made the study of careers in organizations an important interdisciplinary focus in the social sciences. This proliferation of materials has resulted from a growing concern with such career issues as quality of life, job opportunities for minorities and women, economic downturns, career mobility, and the changing success ethic. This annotated bibliography, first published in 1983, seeks to bring together in a single volume significant academic research from various disciplines.



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Thank You

