ANALYSIS OF BEHAVIORAL TRAINING NEDCESSIDADE TO PROVIDE LEADERSHIP COACHING AND THE COACHING PROCESS

ABSTRACT:

The proposed integration of the leadership-coaching topics, training and behavioral learning is the focus of research that aims to analyze the role of the elements of these processes as a process of coaching facilitators in Alpha Company. Regarding the methodology, the present study was part of as exploratory, descriptive and case study. The research sample consisted of 20 leaders of Alpha Company. It was found that leaders demonstrate exercise the function of coaching and is reinforced by employees. Thus, the role of leading-coach is essential insofar as they seek to drive the team after behavioral training. From these data, it was found that there is influence of the leaders-coach in the consolidation of behavioral learning, after the official has gone through behavioral training. It was noticed that one of the concerns of respondents, when it comes to performing the coaching process is how the work will be done, the motives and goals to be achieved when it comes to the process carried out internally. Finally, it can be concluded that leadership-coaching and the coaching process are applied partially in Alpha Company, since not all aspects that make up these concepts are practiced by most surveyed leaders, though all consider important.

Key words: Behavioral Training; Leadership Coaching; Coaching of Process.

1 INTRODUÇÃO

The purpose since study is to verify whether the proposed integration of the leadership-coaching topics, training and behavioral learning is the focus of research that aims to analyze the role of the elements of these processes as a process of coaching facilitators in Alpha Company.

Therefore, anticipated to consider that the discussions around the leadership actions are occurring frequently, mainly because companies having managers who sometimes are not necessarily leaders, or who do not have essential skills to coordinate teamwork.

It is believed that one of the main difficulties encountered by training participants is the lack of a leader (supervisor, manager, director) with characteristics of a coach, interfacing to the results of training, because the leader with these characteristics is different from the others for its commitment to the learning of their employees.

In this direction, there is a business concern with the quality of people management. This has aroused the area of scholars to search for management models they can, effectively, lead employees to improve their performance without the use of authoritarianism and coercion. Among the models that have been studied, we can mention the coaching.

Inserted in this scenario is, however, need to change some aspects of the development programs offered by companies, specifically its not effective in the post-training; negative reverse positive connotations in order to make the training instruments training important, contrary to what they represent. This means prevent the investment to improve the employee's performance is lost by the lack of application of learned on the day-to-day.

Therefore, the present study focused on the leaders of Alpha Company, in order to identify whether they carry out leadership-coaching duties in relation to its employees who have gone through behavioral training process, to help them consolidate what They learned.

However, post-training expected results are only achieved when there is follow-up. This is a task that should be exercised by a leader whose profile was similar to the coach, which is concerned with the professional development of its staff. According Navy (2005, p. 13), "growth of a group led results in the growth of its leader, producing a more complete growth of both. This is how the leader with the vision to serve grows: making others grow".

Based on the current focus given to leadership, the purpose of this study was based on the concept of leader-coach. One of the duties of the leader-coach will be trying to provide continuous improvement in organizational learning, ensuring conducive environment for the realization of the activities of professionals.

One situation in particular reveals their availability and competence to provide this continuous improvement in organizational learning: the effort to consolidate the learning attitudes of employees, developed in behavioral training and need to be consolidated in daily work in the post-period training, with your help and intervention.

It is also focus of this research to investigate what are the impacts that the process of coaching generates the behavioral learning of individuals working in administrative sectors. Interest in studying this topic, it started with the complexity of human learning process that can not be limited to behavioral training, but should also be analyzed from the perspective of the activities performed by the individual in daily life and their relationship with other people you work with.

2 THEORETICAL REFERENCE

2.1 The importance of training in behavioral skills training

The training, according to Steil (2002), in the business structure, can generate positive results when based on an experiential strategy, which enables the training to reflect on practical experience. The strategies used are intended to lead to meaningful learning, as propose the resolution of a real or fictional problem. In this case, the activities involved with the training motivate generating hypotheses and reflecting on the results obtained.

Strategically, it is planned training on the needs identified by managers. These needs can be identified through observation and performance records of employees, including the assessment of duties and expectations projected on the performance of each employee. The company has a performance monitoring system or program results in that there are agreed and monitored work goals facilitates the purpose of preparing the diagnosis of training needs (Steil, 2002).

In practice, the means to learn from training, making them more effective, depends on the method and techniques used to achieve the objectives set. To better understand the importance of this selection, Uris (1989, apud Biscaro, 2010) features four modes or categories of learning: learning by experience; learn by simulation; learn the theory; and learn the development of the spirit.

Each of these categories involves many different methods of applying a given prevailing basic resource: the very job situation (in job); the imitation of work reality; the concepts and words; and human behavior and its modification.

Each of these categories is a learning path or possible methodological guidance simultaneously or may not occur. Biscaro (1999, p. 263) emphasizes that they "are parallel paths, but sometimes intersect, sometimes overlapping and sometimes even merge, keeping, however, its essential characteristics". Thus, the result of this classification methodology reveals four directions, and each comprises high number of techniques. According to this author, the methods are practical method or learning by doing; conceptual method or learn the theory; simulated method or learn by imitating reality; and behavioral or learning method for psychological development.

Of these four methods suggested by Biscaro (2010), learn by studying psychological development allows the individual more closely, contributing to the understanding of human behavior in organizations. This method includes various techniques of which the main ones are: psychological counseling (counseling), psychodrama, T-group (training-group), Social analysis and group dynamics.

2.2 Leadership-coaching

The coaching appears as a tool aligned to the requirements that determine the success of a process. The effectiveness of a process of change necessarily involves the correlation between strategic objectives, the necessary culture and the leadership profile required. It is precisely this aspect that coaching applied properly, can be an important ally for successful organizational change (Mintzer, 2013).

The coach term "comes from the sports field and has been used to designate the role of technical, that professional training football teams or basketball" (Gil, 2001, p. 282). This term came to be used in companies not to designate a position, but a professional role, "the person who undertakes to support someone to improve their performance and promote their professional and personal development".

In coaching approach, that which sustains the leader of the proposals can be summarized in: How and what can be done so that the qualities of the individual - what he does best - can be awakened to add and

improve their skills and performance ? The focus of this issue is in helping and relationships. The leader aims to help the led and, therefore, seeks a relationship that generates openness and receptivity. In this case, the leader acts and begins to act as a coach, whose characteristic is to get your led to learn, grow and achieve their professional aspirations (Kouzes & Posner, 2003).

The coach- coach, mentor, educator - is co-responsible for the development of its employees, which should be implemented in a planned manner, with practical activities that can be performed by the person being developed with monitoring and constant stimuli to increase their confidence in the achievement of challenging targets within or above the expected result by the company (Lake, 2005).

One of the main resources used by the coach is to seek in their employees what they do best (Kouzes & Posner, 2003). In this sense, Mintzer (2013) adds that the fundamental role of the coach is to help people find their own motivation, set your goals, to discover by their own experiences and skills that the continued growth of performance is possible, helping them, then producing it. In this process, the coach attitude is critical because, as he shows attitude and positive approach, other professionals feel induced to acquire motivation to take the same attitude.

Among the main tasks of the coach, stand out: help; guide; get professionals acquire mastery over the stated objectives; help people explore options; and achieve a climate in which the continued growth becomes not only possible, as desirable.

Accordingly, Sherman and Freas (2004, p.69) prelecionam that coaching "helps the individual to know each other better, to live more consciously and to give richest contributions".

Therefore, each of the coaching approach has an advantage and the coach must use all of them to help contact persons. The thought of Green (2000), based on coaching goals has the advantage of being work-related and sensitive to measurement and can be easily connected to other human resource systems. This type of coaching is focused on what the person does, not what happened to her.

In this line of thought, Mintzer (2013) states that coaching is a tool that facilitates the change of behavior of employees of an organization in a sustainable manner. To be in a process of self feedback, is based on the fact that the continued growth of performance that a person can bring new experience, improving their skills from which to develop the next steps.

2.3 Process coaching

Coaching, according Goldismit, Lyon, McAthur (2012) collaborates with the company in terms of strategies, mission and goals, as well as the corrective and measurable processes to achieve the company's goals. But it is necessary that coachees are involved in the learning plan accordingly, otherwise the coaching may ultimately fail as many other programs that were often poorly applied as the "new computer systems, reengineering, quality cycle, quality programs Overall, PDCA Cycle (Plan, Do, Check, Act), or Pareto Diagram Ishikawa, feedback programs 360º degrees, Lean Leadership".

Thus, to avoid this the coachees also "must become competent advisors processes" (Goldismit; Lyon & Mcathur, 2012, p.40). For these authors, the coach must be able to take turns with ease in consultant roles processes, content experts, diagnostician and prescriber. Thus, the most important responsibility of the coach is to evaluate the reality of each moment, which had enabled be the appropriate paper.

According Hillesheim (2012, p.1), the coaching structure is formed by:

> [...] Product, process and results, the product being the set of competencies or skills gap to be transmitted, the process how, methodology, which is used to convey the product - knowledge, skills, technical - and results what is the objective of obtaining effective combination of product and process.

It should be noted that if there is no structure and practice of monitoring and evaluation of results in the process of coaching, the investment normally required by the leader-coach will require a proportional return in the form of contribution to company performance (Hillesheim, 2012).

3 RESEARCH METHODOLOGY

The research was exploratory and descriptive with qualitative approach. Richardson (1999, p.70) implies that qualitative research can "describe the complexity of a given problem, analyze the interaction of certain variables, understand and classify dynamic processes experienced by social groups."

The choice of qualitative approach was given also by the investigative procedures to develop from the point of view of understanding and interpretation of the manner of the leader, facing the possibility of have the profile of a leader-coach, influencing the process behavioral learning.

It was defined as the unit of analysis to Alpha Company, located in Betim, in the state of Minas Gerais/Brazil. The observation units consisted of 20 leading teams, located in different countries, in order to check whether they have characteristics that resemble those of a leader-coach.

To collect the data needed to research, the leaders underwent an interview via Internet (Skype) or phone due to its geographical location, by the researcher. There is the vast majority of respondents act as leader-coach in another country. Mattar (2014, p.70) defines this type of application as follows: the telephone interviews consist "in obtaining the telephone survey data, rather than the personal contact. Of all the methods of collecting, the telephone interview is the method that currently dominates in countries where the vast majority of the studied population has a telephone. "

For the analysis of leadership-coaching and behavioral training, in addition to theoretical background obtained from the literature review, we used the experience of the researcher of this work in real work situation, experienced by more than 10 years in human resources management segment, acting with behavioral training, different human resources processes. The researcher develops innovative work in Alpha Company encompassing the improvement of administrative processes concurrently with the development of people, using the process of coaching, team and executive.

Data collection was carried out between June-December 2014 by the researcher.

Data analysis effected by the content analysis. The main purpose of content analysis finds meaning in the answers of respondents, and during it, and allows the researcher to infer the elements of communication, based on objective and systematic content analysis (Bardin, 2012).

The interviews content analysis followed the following: at the stage of pre-analysis, the interviews were recorded and transcribed. The organization of the questionnaires understood types, order, teams and formulating questions. Then the researcher held a reading in order to become familiar with the material, making sure that attended or not the objectives and assumptions.

4 ANALYSIS OF RESULTS

4.1 Exercising leadership-coaching

To exercise leadership-coaching, the leader has to give importance to technical issues that need to be operationalized, follow the work of your team and help employees create their own way.

It may be noted that some respondents seek always review behaviors to exercise leadership-coaching in your industry.

In the speech of some respondents, the verb learning is related to the practice of various types of coaching: problem solving coaching, career coaching, and technical coaching. They assume posture when coaches have the opportunity to review your expectations applying them to suit the Alpha Company and the industry.

Respondents, by being encouraged to position themselves on exercise leadership-coaching, stressed that in an elaborate and organized meeting is possible to coaching, having the team as a facilitator for the solution of problems encountered in the company.

Some aspects such as information also become important to exercise leadership-coaching. , Noteworthy that the information is an approximation strategy between the company and team, where the leader-coach can explain the necessary information so that it outlined the planning and the company's strategy.

In the calculation of the interviews, it was concluded that behavioral training have their challenges by being taught. It is remarkable to realize the urgency to structure a training with real examples of everyday life and to break paradigms like the old way to manage.

Based on the survey data, it can be stated that the management time in the lead-coaching is one of the challenges of any leader-coach.

Substantial differences were found regarding the perceptions of respondents with regard to the exercise of leadership-coaching. It is known, however, that behavioral training are not guarantees for efficiency leadership-coaching. A leader-coach forms on the opportunities and challenges that arise in day to day work**.**

4.2 Behaviors seized in company

Aspects related to the employees have the opportunity to apply the behaviors seen in training in Alpha Company were evaluated positively. However, some respondents positioned that there are no behavioral training that expand the focus of learning and its dissemination to the industry and the entire Alpha Company, hindering the consolidation of the learned content.

At this point, there is a difference of opinion among the interviewees' reports and the reports of other respondents, which claim participation in behavioral training offered by Alpha Company.

Respondents, by being encouraged to position themselves about the opportunities that employees have to apply the behaviors seen in training of Alpha Company, highlighted the application in day to day application of skills and customer service.

From the report of an interviewee, note that there are official opportunity to apply their knowledge in everyday life, but it is difficult to quantify this application when it comes to behavior training.

It is clear the importance that some respondents give for troubleshooting geared primarily to application behaviors seized in training, showing that they use these tools to improve the quality of teaching and learning process provided by the Alpha Company.

The evaluation of standardization to improving production processes and its relationship with the seized behaviors can be considered positive and important, since a respondent care for technologically new behaviors or significant technological improvements that help at work.

It was found that is not always possible to apply the behaviors seized in training. Most negative aspect is the lack of time to increase efficiency in the application of behavior.

It is essential to say that behavioral training offered by Alpha Company has as a major focus of interest the transfer of learning and the impact of training on work to employees.

It notes that there are issues that need to be further studied in the post training environment. One concerns the role of the trained as a modifier of behavior post-training environment for the creation of necessary and sufficient conditions for the application of learned in the day to day work at the company Alfa.

4.3 Difficulties covering the application of learned behaviors at work

Were taken into account as a problem, aspects related to the lack of feedback, lack of available developer time, delayed processes that require prioritization of activities of daily life, lack of opportunity to apply the knowledge immediately after training and pressure of everyday life.

It was found that cultural change will be reflected in an impediment in the application of learned behaviors at work, since when the leader does some activity for a long period of time, when you try something new or implements any changes, have some difficulty in go through it sometimes, too.

Reports of some respondents indicated the need to know how to make a proper diagnosis and to apply what has been learned strategically in behavioral training.

The complicating factors mentioned by some respondents were made taking into consideration issues that addressed philosophy of work, working hours, breaks paradigms and recycling training. Substantial difficulties regarding the evaluation of these factors were found.

The lack of opportunity to put the training into practice hinders learning: credit that the training is not applied, not allowing you to have coaching, hinders learning.

They observed the factors hindering the application of learned behaviors at work substantial differences in the opinions of respondents. It was found that among the various factors mentioned, that leaders in the coaching process need to search for effective alternatives to address the difficulties change, issues related to learning, development and use of the potential and talents of the employees within the company Alfa.

4.4 Benefits of working with the process of coaching

Through the perception of managers it was possible to know their views on the benefits that the leader got to work with the process of coaching in Alpha Company. From the reports of respondents, it is concluded that the benefits would be: reducing waste, reducing the number of steps and reducing the time of a process. Through the process of coaching it is perceived that you can listen to more employees, giving them more autonomy, do the follow-up of their work and create a better organizational structure, and better serve customers and add more value to processes.

Through the process of coaching, it was evident also from the account of respondent that the exchange of experience through the strengthening of the relationship leads to lasting changes and establishing new behaviors among those involved in the process.

The contributions of the process of coaching in the company Alfa listed by respondents was the employee's own development that comes to solve problems more independently and the development of coach who also learns from the coachee.

Respondents to be encouraged to position themselves on the benefits that the leader gets to work with the process of coaching in Alpha Company, highlighted the development of behavioral skills of your team members and theirs.

Through the interview reports, we note that the process of coaching is a way to improve processes. Through tools such as PDCA, you can resolve problems more systematically eliminating waste and adding more value to the end product.

It was evident that the interest of those surveyed by the benefits when working with the process of coaching in Alpha Company is crucial, as they accompany and guide employees in the operation of the process, using learning situations such as know-how, knowledge -act and know-being.

4.5 Learning team during the process of coaching

It was relevant to assess that the process of coaching mode is used as an aid tool for learning the leader of the team on the day to day work. Data from the interviews show that there is a certain homogeneity among respondents as to A3 Lean tools, PDCA, "5Ws", diagrams and Fishbone over the teaching-learning process in the process of coaching.

However, while the vast majority of respondents use these tools in the process of coaching as an aid to staff learning day by day at work, it was observed that these tools do not always help the leader in the development of behavioral skills of the team, as they are partially applied tools the improvement of the process. Despite the above reports, some respondents considered essential to highlight the importance of behavioral competence acquired during the learning process coaching to deal with situations of everyday life.

The reflections are pertinent on the team learning, translating very well that the process of coaching is not enough for learning and improvement of the processes, but need training and practice.

It was stressed in speeches, concern of respondents to the importance of identifying when and the correct tool to improve a process. The reports related to this query were quite emphatic in clarification that through the process of coaching can learn better how to use these tools. and how they can improve team learning during the coaching itself, such as LEAN tools, A3, PDCA and "5Ws".

It is emphasized, further, that a respondent attaches to the establishment of the process required for learning team, but comments on the importance of the participation of the leader to ensure good results during the coaching process, "the leader directly makes the process of coaching with team, they become part of learning to the creation of the process. "

It was noticed also the concern of a respondent to establish clear strategies for the application of learning in the team, in order to satisfactory results of learning and practice the knowledge acquired during the coaching process.

It is clear that we need to align the learning goals to the strategic goals of the organization. Also, note that the leader should identify possible areas of development of its staff and the most effective way to develop them,

It can be said that through the process of coaching you can develop work teams in addition to making the most effective processes to meet the demands of the organization.

5 CONCLUSION

Regarding the main characteristics and skills that make up the coaching profile, it was found that the head-coaching of Alpha Company shares values, principles and responsibilities with team members. The feedback and communication with led mentioning what skills, attitudes and behavior are positive and which can be raised to a higher performance are essential to maintain a positive relationship in Alpha Company. These behaviors occur when employees return from training and possible actions to be put into practice and what they need to operationalize these behaviors are checked. There is also the importance of leadership-coaching meetings for support in achieving the objectives and targets.

It was found that leaders demonstrate exercise the function of coaching and is enhanced by employees. Thus, the role of leading-coach is essential insofar as they seek to drive the team after behavioral training. From these data, it was found that there is influence of leaders-coach in the consolidation of behavioral learning, after the official has gone through behavioral training.

It is important to emphasize that the actions taken by the leaders-coach, as learning sharing and performance evaluation meetings, are part of the Alpha Company culture, which also facilitates the consolidation of learning.

The study concluded that there is the incentive for leaders and Alfa company in the post-training learning. Leaders give the opportunity to the employees to practice what was learned in everyday life and the Company's Human Resources Alpha makes performance evaluation, which together with the leaders, evaluate the development of employees.

It was noticed that a concern of respondents when it comes to performing the coaching process is how the work will be performed, what the motives and objectives to be achieved when it comes to the process carried out internally. They emphasize, however, that care as this can greatly facilitate the visa result that the detachment and neutrality of the relationship between leader and teams may be compromised.

Clarifies further that a set of practical tools that, together with the theory, assist in the coaching process, as the PDCA and "5Ws". It is emphasized that one of the benefits of the tools used in coaching Company Alfa is to enable the leader to draw the process one of the biggest challenges of the contemporary leaders: form high performance teams, making more effective processes and consequently achieve better results.

Finally, it can be concluded that leadership coaching and the coaching process are applied partially in Alpha Company, since not all aspects that make up these concepts are practiced by most surveyed leaders, though all consider important.

How many employees do not know formally what is the process of coaching is normal to have doubts as to its benefits, so it is important to clarify that this methodology does not impose any kind of limitation on the goals and objectives that leaders and employees want achieve.

This investigation was limited in particular the geographical location of leaders-coach, since each respondent was located in a particular country, and the interview conducted over the Internet (using Skype) and telephone. This study, therefore, can not be a model for any company, making it impossible generalizations, only comparisons, since the individuals involved and their environment are the main determinants of the search configuration performed for a company.

In view of these considerations, one can list some recommendations for future research on the topic investigated: investigate aspects related to the difficulty of the teams to put into practice aspects worked in training; and expand the implementation of the study for other companies, especially those that do not have infrastructure and culture training as Alpha Company.

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