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**THE METHODOLOGY FOR ASSESSING THE
IMPACT OF COACHING INTERACTIONS ON A
COMPANY’S PERFORMANCE**

Doctoral Thesis

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Anotācija

Lai panāktu ilgtermiņīgu sniegumu, uzņēmumam ir jāatbalsta tās darbinieki to attīstībā, jāuzlabo informētība par nepieciešamajām izmaiņām un jāmudina uzņemties vairāk atbildības par pašu mācīšanos un izaugsmi. Koučingam kā vienai no izaugsmes veicināšanas aktivitātēm ir būtiska nozīme, lai rosinātu pozitīvas pārmaiņas darbinieku uzvedībā attiecībā uz procesiem, kas vērsti uz ar darbu saistītu mērķu sasniegšanu. Šī iemesla dēļ koučingā ieinteresētu uzņēmumu skaits Latvijā pakāpeniski pieaug.

Tomēr ir daudz neskaidrību attiecībā uz koučinga jēdzienu, un tas tiek definēts dažādi, kā rezultātā pastāv neskaidrības par tā priekšmetu. Pētnieki ir pārliecināti par koučinga iedarbību un ir vienprātīgi, ka ir svarīgi koučinga aktivitāšu ietekmi novērtēt. Tomēr viņu starpā nav vienprātības par metodoloģiju, kas būtu piemērota koučinga aktivitāšu ietekmes novērtēšanai. Šis jautājums ir būtisks arī uzņēmumiem, kas iegulda līdzekļus koučingā; viņiem nepieciešams būt drošiem, ka koučings patiešām dod pienesumu viņu sniegumam.

Tāpēc šī promocijas darba ietvaros veiktā pētījuma mērķis ir atrisināt šīs pētniecības problēmas un izstrādāt koučinga aktivitāšu ietekmes uz uzņēmuma sniegumu dažādos dzīves cikla posmos novērtēšanas metodoloģiju.

Lai sasniegtu šo mērķi, tika izpētīts un definēts koučinga jēdziens, pamatojoties uz to, kas koučings ir un kas nav, ņemot vērā arī Baltijas kontekstu. Tika noteikti un sistematizēti dažādi koučinga veidi un formas, kā arī labvēlīgie apstākļi koučinga veicināšanai uzņēmumos. Kā pamats koučinga aktivitāšu ietekmes uz uzņēmuma sniegumu novērtēšanas metodoloģijai tika izstrādāta pieeja koučinga veidu un formu kapacitātes pielāgošanai uzņēmuma attīstības vajadzībām un vēlmēm. Tik aizstrādāta un aprobēta metodoloģija, kas nodrošina teorētisko bāzi un kalpo par praktisku rīku, kas ļauj uzraudzīt koučinga aktivitāšu ietekmi uz uzņēmuma sniegumu.

Promocijas darbs ir uzrakstīts angļu valodā, tajā ir ievads, četras daļas, secinājumi un priekšlikumi, literatūras saraksts, 27 attēli, 17 tabulas. Literatūras sarakstā ir 167 nosaukumi.

Promocijas darba apjoms ir 125 lappuses, neskaitot 20 pielikumus.

Abstract

To achieve sustainable performance, a company needs to support its employees in their development, enhance their awareness of the changes needed and encourage them to take more responsibility for their own learning and growth. Coaching as one of the facilitating activities plays a significant role in triggering positive changes in employees' behavior in the processes directed towards achieving work-related goals. Therefore, the number of companies that become interested in coaching is gradually growing in Latvia.

However, there is a lot of uncertainty regarding the concept of coaching defining it in multiple ways; this leads to confusion in the understanding of its matter. Scholars are certain that coaching works and agree on the importance of assessing the impact of coaching interaction. Although they cannot reach consensus regarding the methodology appropriate for assessing the impact of coaching interaction. This issue is crucial also for companies which invest in coaching; they need to be sure that coaching really brings improvement in their performance.

Therefore, the research conducted within this thesis aims to solve these research problems and elaborate a methodology for assessing the impact of coaching interactions on a company's performance within its life cycle.

To achieve this goal, the concept of coaching was investigated and defined based on what coaching is and is not, also considering the Baltic context. Types and forms of coaching, as well as favorable conditions for its promotion were determined and systemized for the needs of coaching in companies. An approach of choosing and adjusting the capacity of types and forms of coaching to the company's needs and wants in development was worked out for creating the base of the methodology for assessing the impact of coaching interaction on a company's performance. The methodology was elaborated and tested; that provides theoretical grounding and serves as a practical tool that enables to monitor the impact of coaching interaction on companies' performance.

The Doctoral Thesis has been written in English. The Doctoral Thesis comprises an introduction, four chapters, conclusions and recommendations, and list of references with 167 reference sources; it has been illustrated by 27 figures, 17 tables. The volume of the Thesis is 125 pages, not including 20 annexes.

Table of Contents

Introduction	6
1. The matter of coaching	
1.1. What coaching is: different views of coaching.....	20
1.1.1. Qualitative content analysis of interpretations of coaching from scientific literature.....	20
1.1.2. Qualitative content analysis of the texts of interviews on the matter of coaching given by coaches.....	23
1.2. What coaching is not: coaching vs. other facilitating activities.....	28
1.2.1. Coaching vs. mentoring.....	28
1.2.2. Coaching vs. consultancy.....	30
1.2.3. Coaching vs. counseling and psychotherapy.....	32
1.2.4. Coaching vs. mediation.....	34
1.3. Typology of coaching.....	36
2. Promotion of coaching in an organization	
2.1. Areas of management where coaching is used in organizations.....	43
2.1.1. Review of scientific literature on the use of coaching in organizations.....	43
2.1.2. The survey of coaches on the use of coaching in the managerial areas of organizations.....	45
2.2. Conditions that impact the promotion of coaching in organizations.....	49
2.3. Advancing coaching as a systemic activity in organizations.....	51
3. Coaching as a tool for the development of organizations	
3.1. Life cycle stages of an organization.....	62
3.2. Driving forces in different stages of organization's life cycle.....	68
3.3. Appropriateness of the use of the different types and forms of coaching for facilitating the development of an organization in different stages of its life cycle.....	76
4. Elaboration of the methodology for assessing the impact of coaching interactions on a company's performance	
4.1. Principles of creating the framework of the methodology for assessing the impact of coaching interactions on a company's performance.....	89
4.2. Elaboration of the methods and materials for assessing the impact of coaching interactions on a company's performance.....	95
4.3. Testing of the methodology for assessing the impact of coaching interactions on a company's performance.....	99
Conclusions and Recommendations.....	113
List of References.....	116
Annexes.....	126

Introduction

The business environment is changing rapidly and radically. Organizations are to operate in the dynamic, competitive and challenging global business environment (Allen *et al.*, 2013; Baregheh *et al.*, 2009). This requires companies to constantly monitor the uncertain, complex, and ambiguous situations and be ready to initiate and manage changes (Amagoh, 2008; Kumar *et al.*, 2012).

Economic, social and sustainable development is significantly important for an organization's performance (Bilevičienė & Bilevičiūtė, 2015). Sustainable performance of a company refers to its capability to meet stakeholders' needs and expectations in a longer-term perspective by applying appropriate enhancements in management, organizational development, and innovation (Stanciu *et al.*, 2014).

Scientists study the issues of sustainable performance from different perspectives:

- incorporation of sustainability considerations into project management, and sustainable resource allocation (Dobrovolskiene & Tamošiuniene, 2016);
- measuring of sustainability (Dobrovolskiene & Tamošiuniene, 2016);
- measuring of a sustainable value based on the sustainable value added concept taking into account economic, social, environmental, and corporate governance perspectives of sustainability (Dočekalová & Kocmanová, 2018).

Although there is a great deal of research on a company's sustainable performance, non-financial factors still remain an open issue. **Support for sustainable performance** has become a subject of critical consideration only over the past twenty years. A group of scientists (Cho *et al.*, 2019) conducted the research and came to the conclusion that for achieving sustainable growth and development, an organization should supplement its technical and innovative capabilities with practices that support the employees to develop and apply these sustainable processes.

Among various propositions, employee development is regarded as one of the important incentives for sustainable performance (Stankevičiūtė & Savanevičienė, 2018). This requires to focus not only on the development of topical skills and capacities, but rather on skill-sets and capacities that employees will need in the future (Stankevičiūtė & Savanevičienė, 2018). Therefore, companies need to find new ways to help employees to enhance their awareness of the changes needed and encourage them to take more responsibility for their own development and growth.

There are a great number of practices that facilitate people providing them support and accelerating the process of setting and achieving work-related goals (Grant, 2014). Facilitating practices play a significant role in establishing a favorable creative environment and encouraging the development of the employees and a company as a whole.

Coaching, along with mentoring and consultancy, is considered as one of facilitating activities for improving a company's effectiveness and efficiency promoting its development (Bond & Seneque, 2013). In the view of the majority of scientists, coaching can facilitate sustainable performance of a company (Audet & Couteret, 2012; Bozer *et al.*, 2013; Connor & Pokora, 2007; Cox *et al.*, 2010; Cox, 2013; Garvey *et al.*, 2009). Therefore, interest in

coaching is growing also among Latvian companies; this is proved by the increasing number of leaders and managers who participate in different coaching events. Two surveys concerning the state of affairs in coaching in Latvia were conducted by the market, social and media research agency TNS Latvia (*Tirgus, sociālo un mediju pētījumu aģentūra TNS Latvia*) in 2011 and 2013 (Kaņējeva, 2011; 2013). The surveys showed positive dynamics in the number of top managers who are aware of coaching and who consider it to be a great contributor to the achievement of business objectives in companies. However, there is a view that coaching is becoming just trendy, as considerable number of company executives (45 %) still do not even know what coaching is (Kaņējeva, 2013).

There is still a lot of uncertainty and vagueness around what coaching is about also among scholars who, on the other hand, are certain that coaching really works (Kempster & Iszatt-White, 2013; Ladyshevsky, 2010; Passmore & Fillery-Travis, 2011).

It is argued that there is a wide variety of definitions of coaching; however, all definitions have their constraints (Bachkirova & Borrington, 2019). Scholars mention that definitions of coaching lack clarity, which leads to confusion about its matter (Ives, 2008). Scholars posit that the reason of it is in the different approaches to the understanding of what coaching is. In addition, some researchers even consider that coaching tools and techniques are just borrowed from other disciplines such as psychology and consultancy (Tobias, 1996).

Another intense debate is raised related to the question about the boundaries of coaching (Bond & Seneque, 2013; Maxwell, 2009). Scholars highlight the need to differentiate coaching from other facilitating activities and elaborate a comparative conceptual framework for coaching vs. other facilitating activities (Bond & Seneque, 2013; Passmore & Fillery-Travis, 2011). It is also assumed that boundaries between them are somehow blurred (Garvey, 2011; Gray, 2006; McCarthy, 2014; Price, 2009). These contradictions and the gap between the existing and desired state of research lead to Research question 1 aimed to investigate the matter of coaching.

Many studies have focused on the investigation of conditions under which coaching is more beneficial for individuals and organizations (Audet & Couteret, 2012; Baron & Morin, 2010; Bozer & Sarros, 2012; de Haan *et al.*, 2011). It is claimed that stakeholders-related factors that favor coaching are:

- trustful relationships between the coach and clients;
- support and interest of executives in the process and outcomes of coaching;
- the professional background of the coach;
- expectations of clients (Baron & Morin, 2009; Bozer *et al.*, 2014; de Haan *et al.*, 2011).

As for coachees-related factors, they are considered to be:

- coachees' orientation towards learning goals;
- coachees' motivation to participate in coaching interaction;
- coachees' receptivity to feedback;
- coachees' readiness to take responsibility for their own development (Bozer *et al.*, 2013; Rekalde *et al.*, 2015).

There is also a point of view, which considers that the conditions mentioned above are necessary but not sufficient for successful promotion of coaching (Audet & Couteret, 2012). The researchers provide evidence that not all conditions are equally important. Furthermore, in some cases coaching fails even though these favorable conditions are ensured (Audet & Couteret, 2012). Therefore, in order to identify and investigate most influential success factors of coaching, Research question 2 was explored; that shed light on the internal and external conditions, which have direct and indirect effect on promoting coaching in organizations at individual, group and organizational levels.

Another topical issue actively debated in this field is linked to the challenges of assessing the progress and outcomes of coaching. Researchers offer to track the progress of coaching throughout the intervention providing systematic evaluation of outcomes (Bozer *et al.*, 2013). While they agree regarding the importance of assessing the impact of coaching, they lack consensus on the methods to be applied for the assessment arguing whether they are to be qualitative or quantitative methods. A group of scientists advocates for estimating the economic return on investments (ROI) as outcomes of coaching (Lawrence & Whyte, 2014), while others criticize this approach (Grant, 2012). The criticism is based on the judgement that quantitative methods are not appropriate for assessing the impact of coaching to such an extent as it can be done using qualitative assessment methods, which are able to provide a stronger evidence and comprehension of the issue (de Meuse *et al.*, 2009). The fact is that the impact of coaching is not linked only to the achievement of the goals set, but it also entails clients' self-development, which is more appropriate to assess by applying qualitative methods (Gant, 2006).

This issue is topical for companies investing in the coaching interaction and wanting to have insight into the assessment of its impact on their companies' performance for being sure that coaching really brings to visible positive growth of final outcomes. There is a point of view that a company's decision on investing into coaching is to be based on the assessment of impact of coaching throughout the entire process of this interaction combining qualitative and quantitative methods of assessment (Greif, 2007). However, there is a lack of a holistic framework, which would provide a methodology for assessing the changes, which owing to coaching interaction take place:

- in the process of achieving a company's goals;
- in employees' skills and behaviors throughout the coaching interaction;
- in the outcomes of coaching from multi-level perspectives (Ely *et al.*, 2010).

Therefore, Research question 3 is devoted to the investigation of approaches used in order to create and test a methodology for assessing the impact of coaching interaction on a company's performance outcomes in different stages of its lifecycle.

Research questions

1. What is the matter of coaching?
2. What are the factors that promote coaching in companies?
3. How to assess the impact of coaching interactions on a company's performance?

The goal of the research

Elaboration of a methodology for assessing the impact of coaching interactions on company's performance within its life cycle for enhancing the company's awareness of the changes caused by the coaching and disclosing the ways for improving the coaching interaction quality.

The objectives

1. To explore the matter of coaching, its typology and difference from other facilitating activities.
2. To investigate areas of management where coaching is used in companies.
3. To determine external and internal factors which create favorable conditions for promoting coaching in companies.
4. To explore the driving forces for the development of a company in different stages of its life cycle.
5. To work out a model for adjusting the capacity of different types and forms of coaching to the company's needs and wants in development in the current stage of its life cycle.
6. To elaborate a methodology for assessing the impact of coaching interactions on a company's performance appropriate to its life cycle.

The research object: medium and large private companies in Latvia and Lithuania.

The research subject: assessment of the impact of coaching interactions on a company's performance in its different stages of life cycle.

Limitations to the research

1. Though mixed qualitative-quantitative methods were applied in this research, qualitative research is dominating in it. This can be explained by the fact that there are not many coaches in Latvia and Lithuania; therefore, it was challenging to involve big number of coaches in the research, which could provide a base for quantitative research with statistical analysis.
2. The data collection period was rather long – from 2013 to 2019. It required participation of different groups of coaches, clients and experts in different stages of the research. That was challenging in the context of providing continuity between different stages of the research.
3. The research was conducted in medium and large private companies.
4. The full testing of a methodology for assessing the impact of coaching interactions on a company's performance took place in one company though totally five companies were involved for deep analysis in different stages of the research.
5. The interviews were conducted in English, which might have caused certain challenges for majority of the respondents whose mother tongue was Latvian, Lithuanian, and Russian. However, the survey with a large number of respondents was in four languages (English, Latvian, Lithuanian, and Russian).

Theoretical and Methodological Framework of the research

The study is based on theories and approaches elaborated by the world leading scholars in the relevant fields:

- Adult learning and development theories: 1) *Andragogy* explains how adults learn and how they should be taught (Cox, 2006; Knowles *et al.*, 2011);
2) *Experiential Learning theory* claims that learning should not be focused only on outcomes, but also take into consideration a holistic learning cycle and be based on learners' experience and be oriented to its growth (Cox, 2013; Kolb, 1984);
3) *Transformative learning* brings a fundamental change in self-understanding and understanding of others through a deep process of revision of beliefs, principles and feelings of an individual (Mezirow, 1990). These theories underpin the elaboration of the methodology for assessing the impact of coaching on company's performance from the perspective of employees' learning and development.
- Coaching: J. Audet, T. Bachkirova, L. Baron, C. Bond, G. Bozer, D. Clutterbuck, E. Cox, A. Ellinger, A. Fillery-Travis, B. Garvey, A. Grant, de Haan, J. Hackman, R. Hamlin, R. Kilburg, R. Ladyshevsky, L. Morin S. Palmer, J. Passmore, J. Sarros, M. Seneque, R. Wageman. The work of these scientists constituted the basis of the conceptual understanding of the matter of coaching, conditions to promote coaching, and methods of evaluation of the impact of coaching.
- Organizational life cycle theory: S. Carraher, R. Drazin, L. P. Friesen, L. Greiner, S. Hanks, R. Kazanjian, D. Lester, D. Miller, J. Parnell. A five-stage model of the organizational life cycle proposed by Miller and Friesen (1984) is used for the development of the model for adjusting coaching interactions to the stages of an organization's life cycle.

Various sources of information were used to obtain a large amount of data:

- the web-sites of media research agency TNS Latvia, International Coach Federation (ICF), Latvia, and a European commercial social networking site for scientists and researchers *Researchgate*;
- web search engines *Google*, *Google Scholar*;
- academic research databases *Scopus*, *Web of Science*, *ScienceDirect*, *Directory of Open Access Journals (DOAJ)*, *JSTOR*.

The research design

Exploratory research design was elaborated to answer the research questions using qualitative-quantitative research methods with the dominance of qualitative methods. This approach is justified by:

- the acknowledgement of the multifaceted nature of coaching whose interventions ought to be studied exploratorily (Passmore & Fillery-Travis, 2011);
- few cases of research conducted in Latvia and Lithuania (Kliukevičiūtė & Malinauskas, 2012; Misiukonis, 2011).

The research questions, research goal, and research objectives stipulate the logic of research design (Fig. 1).

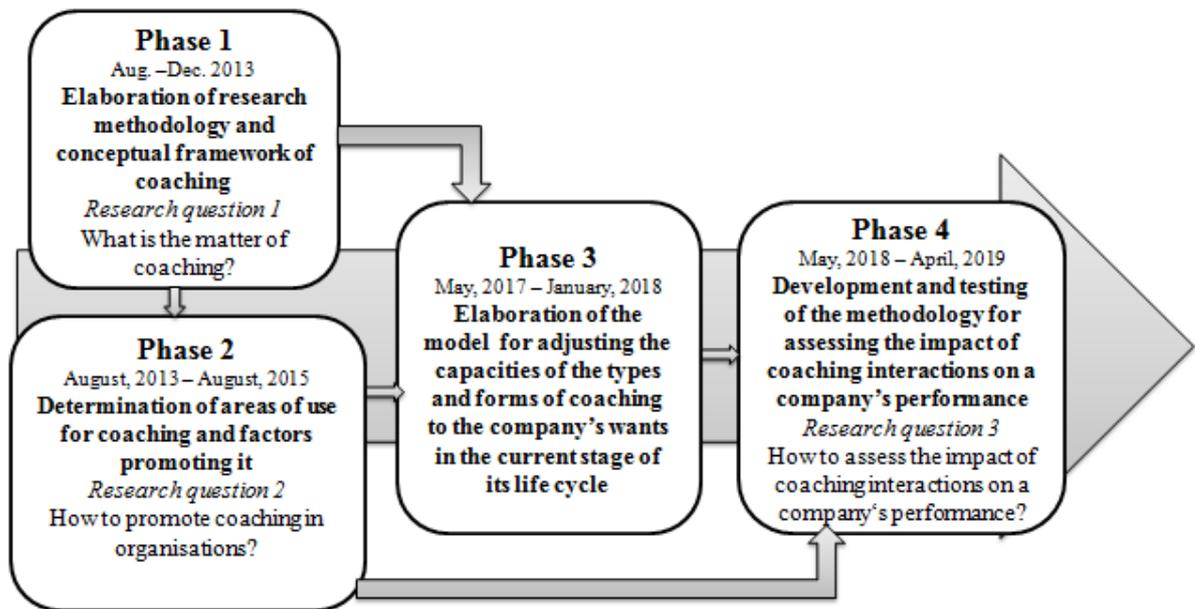


Fig.1. Research design (Created by the author).

Phase 1. Elaboration of research methodology and conceptual framework of coaching

This research phase consists of the following:

- analysis of scientific literature for identifying the research problem and formulating the research questions;
- elaboration of research methodology – setting the research goal and objectives, formulating the research object and subject, working out the research design and choosing appropriate research methods.

Research question 1 “What is the matter of coaching?” was answered based on the analysis of the scientific literature and interviews of coaching practitioners. That enabled to work out a conceptual framework for the following:

- defining the category of coaching;
- developing typology of the forms of how coaching is realized and systemizing the types of coaching.

Phase 2. Determination of areas of use for coaching and factors promoting it

The aim of this phase was to identify the areas for the use of coaching in organizations along with exploration of factors that promote coaching. The study of Research question 2 brought to the following:

- the disclosure of the managerial fields where coaching is used in organizations;
- the identification of key factors, which have positive impact on the promotion of coaching in organizations.

Phase 3. Elaboration of the model for adjusting the capacities of the types and forms of coaching to the company's wants in the current stage of its life cycle

Phase 3 was designed to investigate the driving forces for the development of a company in different stages of its life cycle and capacities of the types and forms of coaching, which can accelerate these drivers. This phase is the basis for addressing Research question 3 “How to assess the impact of coaching interactions on a company's performance?”

A model for adjusting the capacities of the types and forms of coaching to the company's wants in the current stage of its life cycle was elaborated and tested in four companies in Latvia. This model plays a crucial role in creating the base for the methodology of assessment of the impact of coaching interactions on a company's performance.

Phase 4. Development and testing of the methodology for assessing the impact of coaching interactions on a company's performance

Phase 4 investigated answers to Research question 3 related to the ways of estimating the impact of coaching. The research finalizes with the development of the methodology for assessing the impact of coaching interactions on a company's performance. The methodology covers all the stages of coaching interaction and presents a set of methods and materials developed for assessing the impact of coaching interaction. The methodology was tested in Hilti Complete Systems UAB, Private Limited Company, Lithuania, the subsidiary of a global corporation Hilti, which is engaged in construction industry.

Research methods

The study employs qualitative and quantitative research methods.

Data collection methods.

- Interviews:
 - semi-structured interviews with coaches from Latvia, Lithuania, Poland, and Germany ($n = 9$) on the matter of coaching and its difference from other types of facilitating activities (conducted via Skype, September–December 2013);
 - structured interviews with managers engaged in organization and monitoring of coaching programs in their companies in Latvia ($n = 4$) to test the model for adjusting coaching interactions to the stages of an organization's life cycle (conducted via Skype, May–June 2017);
 - structured interviews with individuals ($n = 5$) and 3 groups ($n = 11$) of the participants of the coaching program in Hilti Complete Systems UAB, Lithuania, to test the system and methodology for assessing the impact of coaching interactions on company's performance (conducted via Skype, October 2018 to April 2019).
- Surveys:
 - survey of coaches from Latvia, Lithuania, Poland, and Germany ($n = 15$) on the use of coaching in different managerial areas of a company (August–December 2013);

- online survey of coaches and coaching clients from Latvia and Lithuania ($n = 75$) on the favorable conditions for promoting coaching in organizations (December 2014 to August 2015);
- survey of researchers and practitioners who are experts in coaching ($n = 15$) on adjusting the types and forms of coaching to the stages of an organization's life cycle (conducted online November 2017 to January 2018).
- a set of feedback surveys of the participants of the coaching program in Hilti Complete Systems UAB, Lithuania, (in each survey session $n \leq 19$) to test the system and methodology for assessing the impact of coaching interactions on company's performance (conducted on-line June 2018 to December 2018).

Qualitative data analysis methods:

- qualitative content analysis of the texts of respondents' answers in different stages of research;
- triangulation of the outcomes of literature analysis with the findings of empirical part of the research;
- comparative analysis of characteristics of coaching with other facilitating activities.

Quantitative data analysis methods:

- descriptive analysis;
- correspondence analysis;
- analysis of quantitative assessment of appropriateness of different types and forms of coaching to the different stages of organization's life cycle given by the experts; competence coefficient for each expert was determined using three different approaches: 1) competence coefficients (k); 2) self-confidence evaluation; 3) documented method.

Scientific novelty

1. The concept of coaching was reconsidered taking into account and integrating multiple characteristics of coaching defined by other scholars, laying a special emphasis on its facilitating nature, which is characterized by clients' knowledge creation and transformation of their experience triggered by the coach for achieving the goals set and disclosing clients' potential and awareness of new opportunities. The definition of coaching is created based not only on scientific literature analysis but also on the interviews with coaches on what coaching is and is not.
2. Types and forms of coaching, which should be implemented in the workplace context, have been systemized for the needs of coaching in companies. This was carried out to achieve the research goal vs. the previous typologies, which could not provide such a possibility as they do not have a focus on company's development; instead, they typologize coaching according to different scientific genres, contexts and theoretical approaches to coaching.
3. A set of favorable conditions whose availability is critical for the promotion of coaching in a company has been derived from the analysis of scientific literature and

correspondence analysis of survey with coaches and clients conducted in Latvia and Lithuania. The Baltic context of promoting coaching in companies is at its initial phase of investigation, which emphasizes the topicality of determination of the conditions, which can provide successful embedding of coaching in companies for supporting them to solve various problems related to their development and growth.

4. Having explored the driving forces, which trigger the mechanisms and processes of advancing a company through different stages of its life cycle and prevent from the decline, different types and forms of coaching have been adjusted to these drivers for accelerating them. Such an approach of choosing and adjusting the types and forms of coaching corresponding to the company's development drivers has not been previously met in the scientific literature.
5. A methodology for assessing the impact of coaching interaction on a company's performance has been elaborated and tested taking into consideration the specific characteristics of the Baltic region. This is the first methodology, which gives both theoretical insight into the possibility of assessing the outcomes of coaching interactions, on the one hand, and provides a practical tool, which enables companies to track return on coaching, on the other hand.

Practical value

A model has been elaborated and tested to give coaching practitioners and companies a tool for identifying and adjusting the most suitable type and form of coaching corresponding to the current stage of the company's life cycle.

Hypothesis

The assessment of impact of coaching interactions on a company's performance is to be carried out in the following ways:

- adjusting the capacity of different types and forms of coaching to the company's needs and wants in development in the current stage of its life cycle;
- identifying the availability of direct and indirect external and internal conditions, which support coaching;
- estimating the process and outcomes of coaching interaction at individual, team or/and organizational levels in a short and long run perspective.

Theses for defence

1. Coaching is the process of facilitating clients' self-directed learning driven by a specialist (coach) who does not transfer knowledge to clients (coachees) but triggers their knowledge creation and transformation of experience for achieving their goals through disclosing their potential and enhancing awareness of new opportunities.
2. Coaching as facilitating practice has a high potential for accelerating innovative processes in organizations through promoting changes in individuals' behavior, which increase their self-awareness and self-efficiency enabling individuals and teams to discover opportunities, establishing culture of sustainable development and growth, as

well as facilitating performance improvement and accelerating leadership development.

3. Coaching is promoted in a company owing to external and internal factors of indirect and direct effect, which are manifested via dipole interaction of clients and the coach; on the one pole, the clients are to be open and ready for change, have high motivation for learning and acquiring new skills in group, and have opportunity to apply them in the company; on the other pole, the coach is to be knowledgeable, skilled and aware of the best coaching practices, and ready to continue his professional development.
4. The methodology for assessing the impact of coaching interaction on a company's performance has to consist of adjustment of the capacity of different types and forms of coaching to the company's needs in development in the current stage of its life cycle; identification of the availability of direct and indirect external and internal conditions, which support coaching; estimation of the process and outcomes of coaching interaction at individual, team or/and organizational levels in the short and long run perspective.

Approbation and practical application of research results

The research results were discussed at International scientific conferences in Latvia, Lithuania, Italy, USA, and Korea and were further reflected in relevant scientific publications.

The research results, namely the methodology elaborated for assessing the impact of coaching interaction on company's performance was tested for the coaching program, which took place in HILTI SERVICES Ltd, Lithuania from June to December 2018. HILTI SERVICES Ltd has sent its positive evaluation of the testing of the methodology to Riga Technical University in an official letter (Annex 20).

The research results are applied in project "The impact of coaching on the effectiveness of an organization" implemented by International Coach Federation Latvia in cooperation with Riga Technical University. The adjustment of the type of coaching to the stage of the organization's life cycle in one Latvian company has already been performed. However, the project was shelved due to the Covid-19 pandemic.

Scientific publications

The results of the research have been reflected in 16 published articles 9 of which are indexed in SCOPUS and Web of Science.

1. Roša (Rosh), A., Lace, N., & Oganisjana, K. (2020). The Assessment of the Impact of Coaching Interactions on a Company's Performance. *The 24th World Multi-Conference on Systemics, Cybernetics and Informatics, Proceedings, Vol. II., pp. 82–87* (to be indexed in Scopus).
2. Roša, A., Lāce, N. (2019). Coaching Support and Development Programme: Exploring the Impact of Coaching on Organisational Sustainability. In: *BOOK OF ABSTRACTS*, Latvia, Riga, 11–12 October 2019. Riga: RTU Press, p.51.

3. Roša (Rosha), A., Lace, N. (2018). The Open Innovation Model of Coaching Interaction in Organisations for Sustainable Performance within the Life Cycle. *Sustainability*, Vol. 10, Iss. 10: 3516 (Scopus, Web of Science).
4. Rosha, A., Lace, N. (2018). Building leadership and innovation capacity through the coaching support programme: a case study. *The 22nd World Multi-Conference on Systemics, Cybernetics and Informatics, Proceedings*, Vol. II, pp. 25–31 (Scopus).
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The results of the research have been presented at the following **international scientific conferences**:

1. The 24th World Multi-Conference on Systemics, Cybernetics and Informatics (WMSCI 2020), virtual conference, September 13–16, 2020, Report: The Assessment of the Impact of Coaching Interactions on a Company's Performance.
2. Riga Technical University 60th International Scientific Conference "Scientific Conference on Economics and Entrepreneurship", SCEE'2019, Riga, Latvia, October 11, 2019. Report: Coaching Support and Development Programme: Exploring the Impact of Coaching on Organisational Sustainability.
3. Riga Technical University 59th International Scientific Conference "Scientific Conference on Economics and Entrepreneurship", SCEE'2018, Riga, Latvia, October 18, 2018. Report: Evaluation and Measurement of Coaching Support Programme.
4. The 22nd World Multi-Conference on Systemics, Cybernetics and Informatics. Orlando, Florida, USA, July 08–11, 2018. Report: Building leadership and innovation capacity through the coaching support programme: a case study.
5. SOItmC& DEMI of the UNINA 2018 Conference, Naples, Italy, June 26–29. Report: The model of coaching interaction in organizations for sustainable performance within the life cycle.
6. The 21st World Multi-Conference on Systemics, Cybernetics and Informatics. Orlando, Florida, USA, July 08–11, 2017. Report: Coaching as a facilitator of organizational sustainable development in the context of life cycle theories.
7. SOItmC& RTU 2017 Conference Society of Open Innovation: Technology, Market, and Complexity (SOItmC) with RTU, Riga, Latvia, June 15–18. Report: Relevance Analysis of Factors Enhancing Coaching Interactions in Organizations.
8. RTU 57 International Scientific Conference "Scientific Conference on Economics and Entrepreneurship" (SCEE'2016), Riga, Latvia, September 29–30. Report: Relevance Analysis of Factors Enhancing Coaching Interactions in Organizations.
9. RTU 56 International Scientific Conference "Scientific Conference on Economics and Entrepreneurship" (SCEE'2015), Riga, Latvia, October 15, 2015. Report: Coaching as a tool for accelerating innovation in organizations.
10. The 19th World Multi-Conference on Systemics, Cybernetics and Informatics. Orlando, Florida, USA, July 12–15, 2015. Report: Coaching and Other Practices in facilitating Organizational Change.
11. SOItmC& KCWS 2015 Conference – Society of Open Innovation, Republic of Korea, June 14–18, 2015. Report: The scope of coaching in the context of organizational change.
12. The 8th International Scientific Conference Business and Management 2014, Vilnius, Lithuania, 15–16 May, 2014. Report: Internationalization oriented coaching activities promoting organisational changes in Baltic countries.

13. The 19th International Scientific Conference Economics and Management, ICEM 2014, Riga, Latvia, April 23–25, 2014. Report: Identifying conditions to promote organizational coaching in Latvia and Lithuania.
14. The 2nd International Conference “Contemporary Issues in Business, Management and Education”, Vilnius, Lithuania, November 14–15, 2013. Report: Peculiarities of manifestation of coaching in organisations.
15. The 18th International Scientific Conference “Economics and Management – 2013“, Kaunas, Lithuania, April 24–26, 2013. Report: Mixed Method Research Design for the Development of Conceptual Model for Coaching.
16. Riga Technical University 53rd International Scientific Conference “Scientific Conference on Economics and Entrepreneurship”, SCEE’2012, Riga, Latvia, October 11–12, 2012. Report: The Role and Place for Coaching among Other Targeted Interventions.

Chapter 1 – **“The matter of coaching”**– explores the essence of coaching concept and seeks to answer the research questions. What is coaching? At the beginning of the chapter, the definitions of coaching extracted from the literature are analyzed to identify the distinctive features of coaching. Then the chapter presents the qualitative content analysis of the texts of interviews with coaches. In the end triangulation of results is described. The second part of the chapter presents the results of the study on identification of commonality and delineation between coaching and other facilitating activities to answer the question what coaching is not. The qualitative content analysis of the texts of online interviews of coaches is described. The findings are compared with academic literature. In the third part of the chapter, the typology of coaching implemented in the workplace context is elaborated.

Chapter 2 – **“Promotion of coaching in an organization”** – examines the areas where coaching is implemented in a company. The chapter presents the results of the survey of coaches to obtain their opinion about the use of coaching in organizations. The chapter also discusses the factors that are expected to enhance the impact of coaching interactions and reports the survey findings on the relevance of external and internal conditions to promote coaching interactions in organizations. The obtained data is analyzed by using SPSS and conducting correspondence analysis to extract the most important factors.

Chapter 3 – **“Coaching as a tool for the development of organizations”** – explores the use of coaching at different stages of organization’s life cycle. Based on the literature review, the chapter investigates how different types of coaching can accelerate and sustain performance at different stages of life cycle. The chapter analyzes the wants, which a company has at each stage of its life cycle and the key driving forces, which trigger a company throughout the stages and prevent from the decline stage. Then the chapter explains how these drivers are adjusted to the different types and forms of coaching.

The first part of the chapter finalizes the five-stage model of organization's life cycle, which is derived from the literature and is used for further research. The second part of the chapter analyzes the driving forces, which trigger the development of the organization at different stages of life cycle. The third part of the chapter presents the elaborated model of appropriateness of certain forms and types of coaching to the life cycle stages of organization. The model is based on the findings of the literature review and the results of experts' opinion survey. The chapter closes with the description of testing of the model, which was conducted in four companies in Latvia.

Chapter 4 –**“Elaboration of methodology for assessing the impact of coaching interactions on company's performance”** – describes the logic and process of elaboration of methodology for assessing the impact of coaching interaction on a company's performance. In the first part of the chapter, the principles of creating the system for assessing the impact of coaching interactions are explained. Then the chapter describes in detail the establishment of the system for assessing the impact of coaching, and the development of methods and materials to make this system work. Finally, the chapter reports on the results of testing of methodology for assessing the impact of coaching interaction on the company's performance in Hilti Complete Systems, UAB, Lithuania, a subsidiary of Hilti Corporation.

1. THE MATTER OF COACHING

1.1. What Coaching Is: Different Views of Coaching

Coaching has become popular since the middle of the 20th century. That means, ample research has been conducted to explore its matter, strengths and weaknesses, implementation possibilities and impact on the development of organizations. However, there is still a lot of uncertainty and vagueness around what coaching is really about. There is no general agreement on the definition of coaching among scholars and practitioners (Ladyshevsky, 2010) and no coherent approach to define coaching (Kempster & Iszatt-White, 2013; Passmore & Fillery-Travis, 2011). A group of scholars (Passmore *et al.*, 2013) note that the definitions of coaching provided by the early key writers, including Whitmore (1992) and Whitworth *et al.* (1998) do not provide a clear delineation between coaching and other interventions.

Exploring definitions of coaching in the context of organizations, Bond and Seneque (2013) state that the early definitions of coaching were mostly focused on the **improvement of performance of individuals and organizations**. Originally coaching was defined as practice that facilitates discovering opportunities and creating a culture of development (Popper & Lipshitz, 1992) to enhance performance and efficiency (Burdett, 1998).

Definitions that are more recent shift the accent from improvement of performance to the **positive impact of coaching on learning and development** expressed in different ways. Coaching is:

- facilitating activity for self-directed learning and personal growth and change (Grant & Cavanagh, 2004; Stober, 2008);
- support practice which aims to enhance learning and development, often within a context of change (Cox, 2013; Cox *et al.*, 2010).

In order to shed light on the matter of modern concept of coaching, the research question “What is coaching?” is offered for exploration. This part of research was conducted in three steps:

1. qualitative content analysis of interpretations of the concept of coaching given by scholars and researchers in scientific literature;
2. qualitative content analysis of the texts of interviews given by coaching practitioners from Latvia, Lithuania, Poland and Germany;
3. triangulation of the findings for creating an integrative definition of coaching for making a joint platform for understanding its matter.

1.1.1. Qualitative Content Analysis of Interpretations of Coaching from Scientific Literature

The early definitions of coaching (1993–2007) were taken from the research conducted by a group of scholars (Hamlin *et al.* 2008), which aimed to conceptualize and define coaching. They based their research on the studies by Fournies (1987), Evered & Selman (1989), Orth *et al.* (1987), Popper & Lipshitz (1992), Mink *et al.* (1993), Hargrove (1995), Burdett (1998),

Clutterbuck (1998), Hudson (1999), Redshaw (2000), Grant (2001; 2006), Peterson (1996), Kampa-Kokesch & Anderson (2001), Parsloe (1995), Grant & Cavanagh (2004), Dingman (2006), Zeus & Skiffington (2000), Kilburg (2000), Peltier (2001), Orenstein (2002), McCauley & Hezlett (2001), Hall *et al.* (1999), Caplan (2003), Plunkett & Egan (2004), Sanders (1996), Hill (1998), Storey (2003), Bacon & Spear (2003), Clegg *et al.* (2003), Taylor (2007).

The material for qualitative content analysis was then complemented with the definitions of coaching from later articles by Bozer *et al.* (2013), Moen & Federici (2012), Passmore & Fillery-Travis (2011), Stober (2008), de Haan *et al.* (2016), as well as from the books on coaching by Cox *et al.* (2010), Cox (2013), and McCarthy (2014). In addition, the definition elaborated by the International Coach Federation (ICF) in ICF Code of Ethics was included for the analysis taking into account the crucial role of this association in the development of coaching worldwide.

In total, 41 definitions of coaching were taken for the analysis (Annex 1). Two types of coding: open coding and axial hierarchical coding were applied. The aim of the open coding was to reveal the main characteristics and distinctive features of coaching while the aim of the axial coding was to investigate the interconnections between these themes (Annexes 2 & 3).

The qualitative content analysis disclosed multiple dimensions of interpretations of coaching. However, most of them emphasize of its being a **process of learning** in which:

- specific relationships between the coach and clients reestablished for facilitating learning (Mink *et al.*, 1993);
- new opportunities are discovered (Hill, 1998; Orth *et al.*, 1987);
- ‘a culture of development’ is created (Popper & Lipshitz, 1992).

The content analysis of the definitions showed that the main **aim of coaching** could be characterized by the key word “**facilitating**”; however, scholars use also other wording emphasizing its different facets:

1. improving:
 - a) individual performance (Kampa-Kokesch & Anderson, 2001; Orth, 1987; Popper & Lipshitz, 1992; Orenstein, 2002; Plunkett & Egan, 2004);
 - b) organizational performance (Bozer *et al.*, 2013; Clegg *et al.*, 2003; Kilburg, 2000; Peltier, 2001);
2. promoting:
 - a) self-directed learning (Grant, 2001; 2006; Grant & Cavanagh, 2004) and experiential learning (Dingman, 2006; Hudson, 1999);
 - b) performance enhancement (Grant, 2006; Grant & Cavanagh, 2004; Kilburg, 2000; McCarthy, 2014);
 - c) personal growth and development (Grant & Cavanagh, 2004; Grant, 2006; Kampa-Kokesch & Anderson, 2001; Stober, 2008; Mink *et al.*, 1993; Parsloe, 1995; Popper & Lipshitz, 1992);
 - d) achievement of sustained positive change (Cox *et al.*, 2010; Peltier, 2001; Stober, 2008);
 - e) recognition of opportunities (Orth *et al.*, 1987);

- f) self-awareness (Bozer *et al.*, 2013; McCarthy, 2014; Passmore & Fillery-Travis, 2011);
 - g) achieving of goals (Kilburg, 2000; Storey, 2003);
 - h) finding of new peculiar solutions and insights (Bacon & Spear, 2003; Hill, 1998);
3. creating an overall climate and culture of learning and development for ensuring expected outcomes (Bacon & Spear, 2003; Dingman, 2006; Evered & Selman, 1989; Hargrove, 1995; Storey, 2003);
 4. inspiring clients to maximize their personal and professional potential (ICF Code of Ethics).

Despite the broad variety of the visions of the aim of coaching by different scholars, the qualitative content analysis revealed the most frequently mentioned categories which characterize the main outcomes of coaching (Fig. 1.1).

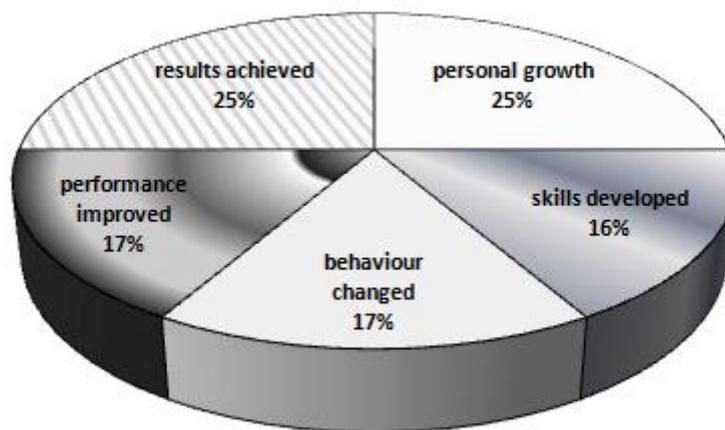


Fig. 1.1. Most frequently mentioned categories characterising coaching outcomes (created by the author).

The diagram can be explained logically interconnecting the categories as follows: coaching promotes clients' (coachees') personal growth (25%) and development of skills (16%); that causes positive changes in their behavior (17%) and improves their performance (17%) which brings to the achievement of the desired goals and results (25%).

Thus, having summarized the findings of the qualitative content analysis of the scientific literature on coaching, it can be defined as clients' self-directed learning process for promoting and improving their personal growth, behavior, performance, achievements and skills, enhancing their awareness and potential.

However, such a definition does not clarify in full the role of the coach in this process. Therefore, further research was conducted together with coaches, which brought to complementary findings analysed in the next subchapter.

1.1.2. Qualitative Content Analysis of the Texts of Interviews on the Matter of Coaching Given by Coaches

Since this research is mainly conducted in two Baltic countries: Latvia and Lithuania, there occurred the need, in addition to literature analysis, also to interview practitioners of coaching in both countries. The interview aimed to explore whether there are region specific peculiarities in the comprehension of the nature of coaching, including the role of the coach and the features of the process of the self-directed learning, which takes place in coaching. Online interviews were conducted via Skype from September to December, 2013. The selection criteria of coaches were the following:

- participation in training programs for coaches,
- work with organizations,
- experience in the field of coaching for more than 3 years,
- willingness to contribute to the research.

Totally nine coaches took part in this interview – four coaches from Latvia, three coaches from Lithuania, one coach from Poland and one coach from Germany. These two coaches from Poland and Germany were invited with the aim to trace possible differences, if any, which could be in the views of coaches from the Baltic countries compared with the coaches from neighbouring countries considered to be more advanced in the field of coaching.

The interview consisted of 16 basic questions on the matter of coaching, key differences and similarities between coaching and other facilitating activities (mentoring, counseling, consulting, therapy, and mediation), recipients of coaching, challenges and benefits of coaching. Supplementary questions were asked in the course of the interview when required. The duration of the interviews was about one hour. This sub-chapter presents the analysis of the answers to the first question “What key words do you use to define coaching?” (Annex 4).

The interviewees named the key words whose analysis ended with their grouping into three meta-categories as shown in Table 1.1.

Table 1.1

Key Words Used by the Coaches Interviewed for Defining Coaching (Created by the Author)

Nr.	Meta-category	Key words
1	2	3
1.	Relationship	‘safe place’ ‘trust and respect’, ‘support’ ‘to promote’ ‘to stimulate’ ‘challenge’ ‘to influence clients’ potential and growth’ ‘no advice’ ‘exploration’ ‘partnering’ ‘common understanding of goals’ ‘final conclusions made by a client’

Table 1.1 continued

1	2	3
2.	Development	‘enhancing personal potential’ ‘growth’ ‘transformation’ ‘development of skills’ ‘professional development’ ‘personal development’ ‘self-awareness’ ‘self-development’ ‘improving thinking and learning’
3.	Outcomes	‘awareness of personal capabilities’ ‘high achievement’ ‘fast way of achieving goals’ ‘effective performance’ ‘achievement of goals’

Table 1.1 shows that the meta-codes ‘Development’ and ‘Outcomes’ consist of the main key aspects that characterize the positive transformation in clients’ skills, abilities, thinking, attitudes and behaviors which were revealed in the scientific literature analysis (see Sub-chapter 1.1.1).

Meanwhile the meta-code ‘Relationship’ discloses the essence and different facets of interaction between the coach and clients:

- the coach creates trustful, respectful and safe atmosphere which favors the opening of clients to the coach and the process itself;
- the coach supports, promotes and stimulates clients’ critical thinking for solving problems, at the same time creating challenges to them but assisting them to discover new opportunities and their own potential for growth;
- the coach does not give advice how to do things but initiates joint exploration of the issue for achieving common understanding of goals and acting as partners;
- however, the final conclusions are made by clients themselves but not by the coach.

These findings are crucial for understanding the role of the coach and creating the integrative definition of coaching. The triangulation of the findings in the literature analysis (see Sub-chapter 1.1.1) and the interview of coaches was conducted through their cross verification (Table 1.2).

Table 1.2 shows the process and outcomes of the triangulation carried out in order to integrate the findings of the literature analysis and interviews of coaches related to the aim of the process of coaching which was further used for defining “coaching” from both perspectives. The table consists of three columns. The first column captures the essence of coach driven objectives, client related objectives and coach – client interaction related objectives of coaching. The third column contains fragments of interviews of coaches on the same issues (Annex 4). The second column shows how the findings of literature analysis and

opinions of coaches are integrated with the highlighting of the key ideas of the coaching process.

Table 1.2

Triangulation of the Findings of the Literature Analysis and the Interview with Coaches
(Created by the Author)

Findings of the literature analysis	Results of triangulation	Findings of the interviews with coaches
1	2	3
<i>The aim of the process of coaching</i>		
<p><i>Coach driven objectives</i> The coach is to:</p> <ul style="list-style-type: none"> • create a culture of development and an atmosphere of learning(Popper & Lipshitz, 1992); • establish such relationships with clients that enable them to learn more easily (Mink, Owen, & Mink, 1993); • facilitate experiential learning(Hudson, 1999); • promote the enhancement of clients’ self-directed learning(Grant, 2006); • foster personal growth of clients (Grant, 2006;) • challenge and support clients (ICF); • give guidance and encourage clients (Redshaw, 2000); • support and facilitate positive changes in clients’ personal and professional life (Zeus & Skiffington, 2000); • convey clients from where they are now to where they want to be (Caplan, 2003); 	<p>to facilitate clients’ self-directed learning</p>	<p><i>Coach driven objectives (Annex 4)</i> The coach is to:</p> <ul style="list-style-type: none"> • support a client or a group of clients in exploring the problem to be solved and promoting their self-awareness and potential; • be responsible for clients’ learning environment; • stimulate clients’ thinking process and growth;

Table 1.2 continued

1	2	3
<ul style="list-style-type: none"> stimulate clients' self-awareness and personal responsibility for making their own decision without interfering in that process with his/her (the coach's) subject knowledge (McCarthy, 2014; Passmore & Fillery-Travis, 2011); 	<p>to promote knowledge creation by clients without purposeful knowledge transfer by the coach</p>	<ul style="list-style-type: none"> become clients' partner in their thinking and learning processes without giving advice, ready-made solutions or teaching them too much; ask questions to open clients' potential for finding solutions themselves;
<ul style="list-style-type: none"> maximize clients' personal and professional potential (ICF) equip clients with the opportunities they need to develop themselves (Peterson, 1996). 	<p>to disclose clients' potential and enhance awareness of new opportunities</p>	<ul style="list-style-type: none"> disclose clients' potential; advance clients' awareness of their own capabilities; provide new possibilities for clients' development.
<p><i>Client related objectives</i> Clients are to:</p> <ul style="list-style-type: none"> manage the process of acquiring knowledge and improving skills on their own (Clutterbuck, 1998); improve their competences (Orth, Wilkinson, & Benfari, 1987; Kilburg, 2000) develop continuously and make desired changes (Peterson, 1996); transform life and work experience to do things in multiple and different ways (Grant, 2006); be coachable (be open to the coach's assistance) for achieving the goals set (Kilburg, 2000); recognize opportunities for improving their performance and capabilities (Peterson, 1996); focus on self, job and organization related outcomes (Kilburg, 2000) 	<p>to enhance knowledge</p> <p>to transform clients' experience</p> <p>to achieve the goals set</p>	<p><i>Client related objective (Annex 4)</i> Clients are to:</p> <ul style="list-style-type: none"> think and elaborate new concepts applying their knowledge and expertise; find ways for solving problems based on their own experience without expecting suggestions from the coach; become more capable to solve different types of problems for achieving their professional goals.

Table 1.2 continued

1	2	3
<p><i>Coach-client interaction related objectives</i></p> <p>The coach and clients are to:</p> <ul style="list-style-type: none"> • be partners in the process of exploration of problems (ICF Code of Ethics); • maintain collaborative partnership (Storey, 2003); • co-design the way of achieving mutually defined clients' goals (Kilburg, 2000; Storey, 2003). 	<p>to ensure collaboration between the coach and clients</p>	<p><i>Coach-client interaction related objectives (Annex 4)</i></p> <p>The coach and clients are to:</p> <ul style="list-style-type: none"> • trust and respect each other; • be partners in achieving clients' goals; • explore problems together

The triangulation of findings of both theoretical and empirical studies reveals that the aim of coaching is to facilitate clients' self-directed learning tended to foster their development and personal growth without purposeful knowledge transfer by the coach. That becomes possible via collaboration between the coach and clients which:

- enhances clients' knowledge of the subject matter;
- discloses clients' potential and enhances their awareness of new opportunities;
- causes positive transformations of clients' experience;
- assists in achieving the set goals.

Based on this analysis coaching is defined as follows:

“Coaching is the process of facilitating clients’ self-directed learning driven by a specialist (coach) who does not transfer knowledge to clients (coachees) but triggers their knowledge creation and transformation of experience for achieving their goals through disclosing their potential and enhancing awareness of new opportunities”.

Being one of facilitating activities, coaching is often confused with mentoring, consultancy, counseling, mediation, etc. Facilitating practices are chosen depending on individual or organizational needs (Salter, 2014), which require clear insights into their peculiarities.

However, lack of clarity in understanding of the essence of facilitating activities by organizations might cause wrong choice of facilitating specialists and practices, which does not guarantee the achieving of goals and expected outcomes.

The comparative analysis of coaching vs. other facilitating activities is given in the next sub-chapter integrating literature analysis with the qualitative content analysis of the texts given by coaches on this issue in their interviews.

1.2. What Coaching Is Not: Coaching vs. Other Facilitating Activities

To explore the matter of coaching vs. other facilitating activities paying a special attention to the understanding of this issue by coaching practitioners, this part of the research too is based on literature analysis integrated with the qualitative content analysis of interviews with coaches from Latvia, Lithuania, Poland and Germany which were conducted in December 2013 (see sub-chapter 1.1.2.). The coaches were asked to compare coaching with mentoring, consultancy, counseling, therapy, and mediation based on their knowledge and expertise (see the scripts of the interviews in Annex 5). They had all the freedom to choose any facilitating activity for comparing with coaching. The qualitative content analysis of the texts of the interviews brought to three domains within which the coaches conducted the comparison:

- **expertise** of the participants involved in the corresponding facilitating activity;
- the character of the **process** carried out in the course of the facilitating activity;
- the **relationship** between the clients and the deliverer (coach, mentor, consultant, psychotherapist, counsellor, and mediator).

Tables 1.3, 1.4, 1.5 and 1.6 contain the key categories developed in the course of qualitative content analysis of the coaches' answers. For clarity, the interviewed coaches were assigned codes (C1 for coach 1, C2 for coach 2, etc.). As seen in these tables, coaches shared opinions of both the coaches and clients while speaking about coaching as a facilitating activity. However, they did not provide any specific characteristics of clients in their analysis of other facilitating activities - mentoring, consultancy, counseling / psychotherapy, and mediation. This can be explained by the fact that the coaches interviewed might not have sufficient knowledge in these fields.

1.2.1. Coaching vs. Mentoring

Analysis of literature

Mentoring has a longer-standing history than coaching. However:

- both practices use similar methodology and tools (Garvey, 2011);
- they have common theoretical foundations based on the principles of adult learning (McCarthy, 2014);

Despite these commonalities, coaching and mentoring have distinct differences:

- while coaching does not offer instant or ready-made solutions, but rather promotes learning and change (de Haan *et al.*, 2011), mentoring implies knowledge transfer (Cox, 2013; Fleig-Palmer & Schoorman, 2011) and trusted guidance of individuals based on the mentor's own wisdom, experience and position (Kempster & Iszatt-White, 2013);
- the relationship between a more experienced mentor and less experienced mentees is based on the mentor's experience which is a key aspect in mentoring (Baron & Morin, 2010) while in coaching, in contrast to that, the main emphasis is laid on providing space and resources for helping people consider their own issues and arrive at their own solutions (Kempster & Iszatt-White, 2013);

- it is argued that coaching is not about ‘telling’ or ‘advising’ (Trenner, 2013); as for mentoring, it provides advice and guidance by the mentor based on his/her own experience (Jones *et al.*, 2016);
- it is assumed that the mentor is proficient in a relevant field, while it is not required from the coach to be an expert in the appropriate industry or field as his/her main goal is to facilitate learning and developing of coachees (Wycherley & Cox, 2008).

Thus, mentor’s expertise in a concrete field and sharing knowledge with clients are key distinctive features of mentoring vs. coaching.

Qualitative content analysis of the texts of interviews

The coaches interviewed highlighted both commonalities and differences between coaching and mentoring. The commonality of coaching and mentoring is related to the using of questioning as the main method of communication with clients.

The differences between coaching and mentoring revealed in the qualitative content analysis of the interviews are shown in Table 1.3.

Table 1.3

Comparative Analysis of Coaching vs. Mentoring Based on the Opinions of Coaching Practitioners / Coaches Interviewed (Created by the Author)

Domains	Coaching		Mentoring
	Coach	Clients	Mentor
Expertise	<i>Not mentioned by the interviewees</i>	Experts in the issue (C5, C6)	<ul style="list-style-type: none"> • Senior (C1, C8) • More experienced (C2, C3, C4, C5, C7, C8, C9)
Process	<ul style="list-style-type: none"> • Follows clients (C2); • Does not share his experience (C 5) 	<ul style="list-style-type: none"> • Set the agenda (C6, C7); • Find the way by themselves (C5, C3); 	Shows the path, shares experience and knowledge (C2, C3, C5)
Relationship	Non-directive (C6)		Hierarchical (C8, C9)

More detailed interpretation of the outcomes of the qualitative content analysis of the interviews given by coaches is presented below.

- **Expertise.** The key point of distinction between coaching and mentoring is the experience and knowledge of the parties involved. Clients are the experts in the issue; they develop their own goals and strive to achieve them. As for the mentor, he is more experienced and ready to transfer his own experience and knowledge to clients.
- **Process.** In coaching, clients set goals and elaborate the steps for achieving them with the assistance of the coach. The coach does not transfer his own experience or knowledge to clients; instead he stimulates finding ways to solve the problem by clients themselves. The coach follows clients’ development empowering them to become more aware of their own view of life and potential for growth. In mentoring, the process is directed by the mentor. Clients follow the mentor because the latter is

more experienced and skilled; he expresses his opinion about the best way of performing the task and avoiding unnecessary actions.

- **Relationship.**The character of relationship between the facilitator and clients was mentioned as another principal aspect of difference between coaching and mentoring. The mentor and clients are partners who still have hierarchical relationships, while the coach and clients are partners who have non-directive relationships.

The analysis of scientific literature and qualitative content analysis of the interviews didn't highlight principal differences between the understanding of the matter of coaching vs. mentoring assumed by scholars worldwide and the practitioners of coaching from Latvia, Lithuania, Germany and Poland.

Therefore one of the critical differences between coaching and mentoring is the role of the coach or the mentor in the relationship with the clients. Coaching relationships tend to be tailor-made on the part of the coach and to be related to the clients' self-regulating behavior. While mentoring relationships focus on the transfer of knowledge from a more experienced mentor to less experienced clients.

1.2.2. Coaching vs. Consultancy

Analysis of literature

Despite the fact that coaching and consultancy frequently operate in the same environment, they vary in many respects:

- Consultancy aims to analyze some problem situations and provide with ready-made recommendations or a set of strategies (Audet & Couteret, 2012; Gray, 2006). Meanwhile coaching encourages clients to solve their own problems themselves through increasing their understanding of how things can be done differently and how appropriate solutions can be found leaving the responsibility for the decision making with clients (Passmore & Fillery-Travis, 2011).
- It is argued that outcomes in consultancy are pre-determined; they are specified in advance, whereas in coaching goals are not always pre-set but are often elaborated in a more collaborative manner by the coach and clients (Bond & Seneque, 2013).
- In contrast to coaching, consultancy does not necessarily aim to provide learning (Audet & Couteret, 2012).

Thus, providing recommendations and developing solutions ready for implementation are the key distinctive features of consultancy vs. coaching.

Qualitative content analysis of the interview texts

According to some coaches interviewed, there are certain common methods used in the facilitation processes of coaching and consultancy. In certain conditions, activities of coaching and consultancy can be combined. A coaching program may be offered at an early stage. Afterwards, when some lack of knowledge is unveiled, clients are sent to get expert consultation and join back coaching again.

Comparing coaching with consultancy, the interviewed coaches mentioned that the main point of difference between these two types of facilitating activities is the approach to the

exploration and solution of the problem which is systemized in the domain of “Process” (see Tab. 1.4). However, there are also principal differences between coaching and consultancy related to the domains of “Expertise” and “Relationship” (Table 1.4).

Table 1.4

Comparative Analysis of Coaching vs. Consultancy Based on the Opinions of Coaching Practitioners (Created by the Author)

Domains	Coaching		Consultancy
	Coach	Clients	Consultant
Expertise	<i>Not mentioned by the interviewees</i>	Knowledge holder (C7)	<ul style="list-style-type: none"> • Expert(C2) • Professional in his field(C3, C4) • Knowledge holder (C7)
Process	<ul style="list-style-type: none"> • Does not pass knowledge (C7) • Asks questions to open clients’ potential(C2, C3) • Reflects on the clients’ knowledge (C7) 	<ul style="list-style-type: none"> • Use their own knowledge, experience and elaborate new concepts (C7) • Find solutions themselves (C2, C3) 	<ul style="list-style-type: none"> • Explores the problem in an organization and provides solutions(C2, C3, C4) • Transfers knowledge (C7)
Relationship	Is not an advice giver (C2)	<i>Not mentioned by the interviewees</i>	Gives advice (C5)

The findings of the qualitative content analysis related to coaching vs. consultancy summarized in Table 1.4 are described below for each of the three domains.

- **Expertise.** The consultant is the professional and the knowledge holder in his field. Whereas, in coaching the knowledge holders are the clients.
- **Process.** The consultant is usually engaged in problem exploration and solving for an organization as an expert. The coach, on the contrary, as a rule, doesn’t provide any solutions, he uses questioning and other techniques to disclose clients’ potential to facilitate the finding of solutions by clients themselves.
- **Relationship.** Consultancy is about giving advice which speaks of certain dependence of the clients’ decision making on the consultant’s knowledge of the field. Coaching, by contrast, is not about giving advice, providing ready-made solutions or showing the right way of actions. The coach empowers clients and triggers problem solving by them. Thus, clients are less dependent on the coach’s knowledge of field.

The findings of scientific literature analysis and qualitative content analysis of the interviews on the differences between coaching and consultancy are in line with each other.

Thus, there are distinct differences between coaching and consultancy. While consultancy is focused on providing ready-made recommendations and developing strategies, coaching aims at facilitating clients to discover their own way to solve problem and find solutions.

1.2.3. Coaching vs. Counseling and Psychotherapy

Analysis of literature

Scholars consider that under certain conditions, the boundaries between counseling / psychotherapy and coaching can blur. John Price (2009) investigated the issue of boundary between coaching and psychotherapy. The findings revealed that there are two approaches to understanding of coaching. Under the first approach, coaching is defined as a practice that is distinct from psychotherapy; in this case, the context of coaching, its purpose and tools have to be clearly defined within its own boundaries excluding any therapeutic aspects. The second approach accepts that coaching significantly overlaps with psychotherapy as in some cases coaches have qualification of psychotherapists. Therefore, according to this approach, there is no need to establish a special boundary between coaching and psychotherapy. As for counseling, David Gray (2006) proposed that it can be similar to coaching when the coach applies supportive approach to clients and attempts to find out deep psychological causes of their problems.

However:

- Counseling and psychotherapy are remedial interventions; they focus on clients' problems in mental health (Gray, 2006), while coaching is focused on the personal growth and development (Grant, 2006; Grant & Cavanagh, 2004; Stober, 2008).
- The emphasis of counseling and psychotherapy is on unravelling the past for assisting clients to understand how events from their past have affected their lives making them distressed (Trenner, 2013), whereas coaching is a future-oriented practice that results in improvement of clients' abilities, skills and competences (Hudson, 1999).
- Relationships in coaching unlike relationships in counseling and psychotherapy are characterized as equal without the coach's applying direct power over his clients (Bozer *et al.*, 2013).

Thus, while counseling and psychotherapy focus on clients' mental health and psychological problems, coaching deals with clients' mental growth and development.

Qualitative content analysis of the interview texts

The interviewed coaches concluded that compared with the other facilitating activities, coaching and counseling / psychotherapy have more commonalities as they use similar:

- listening techniques though the aim of listening is different—unlike listening in coaching, listening in counseling and psychotherapy is meant for displaying empathy;
- strategies while dealing with the issue.

In some cases, the boundaries between coaching and psychotherapy might overlap only if the coach is qualified as a psychotherapist.

The interviewed coaches assumed that opposite to mentoring and consultancy, there must be delineation between counseling, psychotherapy and coaching. The coach can use some techniques or specific strategies to help clients become more open minded, however this process is not so deep as in psychotherapy.

The comparison of coaching vs. counseling / psychotherapy, based on the qualitative content analysis of coaches' opinions, is presented in Table 1.5.

Table 1.5

Comparative Analysis of Coaching vs. Counseling/Psychotherapy Based on the Opinions of Coaching Practitioners (Created by the Author)

Domains	Coaching		Counseling / psychotherapy
	Coach	Clients	Specialist
Expertise	Expert in the process of coaching (C3,C8)	Expert in the issue (C3, C8)	Qualified expert in this field (C3)
Process	<ul style="list-style-type: none"> • Is future oriented(C2); • Uses positive experience of the past as a resource for the present or future actions (C3, C4, C6). 	Clients act in regard with their expectations (C1);	Often looks backwards and analyses what happened and what problems might be in the past (C2, C4, C6).
Relationship	The coach and clients are equal in their status, but they have completely different roles (C3).		<ul style="list-style-type: none"> • Provides emotional support (C1); • Is fully responsible for how he treats clients as a specialist (C8).
	Is responsible for the creation of the appropriate facilitation environment (C3).	Are responsible for the results of facilitation activities (C3).	

Based on Table 1.5, the three domains of the comparison of coaching and counseling / psychotherapy are explained as follows.

- **Expertise.** The psychotherapist must be a qualified expert in this field. As for the coach, he is a specialist who is to coordinate the facilitating process in the best way, providing good contact with clients. The expertise in the issue of coaching belongs to clients who should have high inner motivation and be responsible for the carrying out the work.
- **Process.** The psychotherapist works mostly with clients' past deep-seated problems and focuses on them for finding appropriate solutions. As for the coach, he might use clients' past positive experience to help them understand what worked well in the past and what should be done differently in the present or in the future. By its nature, coaching is a future oriented activity.
- **Relationship.** The coach and clients are equal in their status, but they have completely different roles and responsibilities: the coach is responsible for the environment while clients –for the outcomes. As for the counselor or the psychotherapist, he must be qualified for holding all the responsibility for treating his clients.

The results of the literature analysis and the results of the qualitative content analysis of the coaches' answers revealed common understanding of the differences between coaching and counseling / psychotherapy.

Thus, typical distinctions between coaching and counseling / psychotherapy include the following aspects: 1) present or future orientation in coaching vs. past orientation in counseling / psychotherapy; 2) development of potential in coaching vs. dealing with some level of disorder in counseling / psychotherapy; 3) sharing responsibility with clients in coaching vs. bearing full responsibility for clients by the qualified specialist in counseling / psychotherapy

1.2.4. Coaching vs. Mediation

Analysis of literature

Mediation is a conflict resolution by the means of negotiation. This is a process in which the participants, with the support of the mediator, identify issues, develop options, consider alternatives and make decisions about future actions and outcomes. So, mediation can be considered to be rather close to coaching.

Nevertheless, there are principal differences between them, as mediation is meant to assist in managing the process of dispute and conflict resolution (Brown & Grant, 2010), while coaching helps individuals develop themselves in a more effective way (McCarthy, 2014; Passmore & Fillery-Travis, 2011; Peterson, 1996).

Both coaching and mediation have rather close sets of methods and tools, but different aims that distinguish mediation from coaching.

Qualitative content analysis of the interview texts

Despite different goals of coaching and mediation, they can use similar techniques in questioning. Depending on the kind of conflict, also coaching can be used in situations where mediation is needed.

The main difference between mediation and coaching is in the purpose of the activities. Mediation is aimed at getting agreement between two parties who are in conflict. As for coaching, also it can deal with conflicts, but this is not a preliminary requirement to initiate coaching interaction. Coaching helps employers and employees see the conflict situation from the outside to take themselves the best solution.

The comparison between coaching and mediation for the three domains is summarized in Table 1.6.

Table 1.6

Comparative Analysis of Coaching vs. Mediation Based on the Opinions of Coaching Practitioners (Created by the Author)

	Coaching		Mediation
	Coach	Clients	Mediator
1	2	3	4
Expertise	Expert in the process of coaching (C5)	Knowledgeholder (C5)	Expert in managing conflicts of interests (C9)

Table 1.6 continued

1	2	3	4
Process	Coaching can be used in some kind of conflict situations, but the main aim is to develop and improve efficiency and effectiveness (C4)		Mediation is more applicable when there is any conflict (C4)
Relationship	Supportive attitude (C5)	Accepting support in decision making(C5)	Intermediary treatment(C2)

- **Expertise.** The mediator deals with the conflict of interests, he is an expert in finding a common way to make things happen. As for the coach, he is a professional of coaching and facilitating clients to explore the problem; clients should be experts in the issue.
- **Process.** Coaching is about shadowing clients to help them see the situation from their side, and then decide themselves what the best solution might be. As for mediation, it is to help conflicting parties to achieve consensus.
- **Relationship.** The coach has supportive attitude towards clients who accept this support to investigate the problem and find solutions. As for the mediator, he plays an intermediary role for assisting the participants of a conflict situation to solve the problem in mutually beneficial manner.

The analysis of scientific literature and qualitative content analysis of the texts of the coaches' interviews did not show significant differences between understanding of the matter of coaching vs. mediation.

Therefore, the literature review and the comparative analysis reveal that mediation provides the support in a dispute or conflicts in organizations. Coaching, on the other hand, aims at developing clients' potential and effectiveness. A part from the mediator who has to hold a neutral position negotiating with the parties of conflict, the coach demonstrates a supportive attitude to clients.

Conclusions

The literature analysis and the qualitative content analysis of the interviews given by coaches how that researchers and coaches have similar views of distinguishing characteristics of coaching compared with other facilitating activities - mentoring, consultancy, counseling / psychotherapy, and mediation.

1. **Coaching vs. mentoring.** The major distinction relates to the matter of facilitating practice. While coaching is strongly associated with the clients' self-learning and self-development, mentoring mostly relates to the clients learning and development based on the mentor's knowledge and experience.
2. **Coaching vs. consultancy.** The difference is in both objective of the facilitating activity and the role of the specialist. Coaching aims to create a context of learning that triggers clients to find solutions themselves, whereas consultancy seeks to diagnose the concrete situation and equip the organization with recommendations or

strategies. The facilitative role of the coach is contrasted with the expert role of the consultant.

3. **Coaching vs. counseling / psychotherapy.** Coaching is about dealing with clients' potential and personal growth, whereas counseling / psychotherapy tend to focus on preventing clients' negative early life experience which can distress the present live.
4. **Coaching vs. mediation.** While mediation deals with conflicts, coaching is mostly related to positive issues promoting clients' own way of problem solving.

The comparison of coaching with other facilitating activities has led to the identification of the **features that are not inherent in the nature of coaching.**

1. Coaching is not transfer or sharing of knowledge or experience (Wycherley & Cox, 2008; Coach 5; Coach 7).
2. Coaching does not provide ready-made solutions based on the coach's experience or knowledge (de Haan, *et al.*, 2011).
3. Coaching is not giving of advice or recommendations (Trenner, 2013; Coach 2).
4. Coaching is not meant for untangling clients' past to solve psychological problems (Hudson, 1999).
5. Coaching is not for reaching consensus among conflicting parties (Coach 4).

The present sub-chapter has explored the features that distinguish coaching from other facilitating activities. However, there is also a considerable variety of types and forms of coaching within this field of study. Based on the literature analysis, the next subchapter investigates the diversity of coaching and introduces the typology of coaching which systemizes the types and forms of coaching applicable to implementing them in the workplace context.

1.3. Typology of Coaching

There is a wide variety of approaches, contexts, forms and types of coaching. Scholars offer different explanations of this fact.

- Some scientists believe that this has been partly due to the fact that by the end of the twentieth century coaching fell under the influence of therapeutic and personal development approaches (Ives, 2008).
- Other scientists acknowledge the multidisciplinary roots of coaching and argue that coaching has emerged from different disciplines, such as sport, business, psychology, psychotherapy and education (Stojnov & Pavlovic, 2010). As a result, the scholars and practitioners from the other fields of study contributed to a knowledge base of coaching (Bachkirova, 2017).
- There is also a view that coaching is a unique synthesis of such disciplines as learning theories, adult development, behavioral/social sciences, leadership and management sciences, and communication techniques, which in combination create the own knowledge base of coaching (Dublin Declaration on Coaching, 2008).
- The diversity in terms of types and forms of coaching can be also explained by the existence of the approaches to coaching which developed simultaneously and can be

grouped into two categories: goal-oriented approaches (aim to create relatively immediate results) and personal-development approaches (tend to go deeper and have more prolonged impact) (Ives, 2008). It gave a powerful impetus to the development of the theoretical background of coaching, however at the same time it has led to increased types and forms of coaching.

Despite the diversity of coaching, there is the field of knowledge which underpins all types and forms of coaching; this area is adult learning and development theories (Cox *et al.*, 2014; Gray, 2006). According to scientists, the following learning theories are particularly relevant to coaching:

- andragogy;
- experiential Learning;
- transformative learning (Cox *et al.*, 2014; Cox, 2006).

The core principles of andragogy are adopted for coaching (Cox *et al.*, 2014; Cox, 2006; Knowles, 1978). They are as follows:

- adult learners are independent and self-directed in their approach to learning;
- adult learners are goal-oriented; they need to understand the reason of their learning;
- adult learners bring their life and work experience to learning;
- adult learners are more intrinsically motivated towards learning.

In coaching, the clients are fully engaged in the process, they set the goals for the coaching interaction or the goals are carefully negotiated with the clients (Cox *et al.*, 2010). At the core of the coaching process is the clients' own experience which is being transformed "via integration of new learning back into experience" (Cox, 2013).

An experiential learning model (Kolb, 1984) which clarifies how individuals learn from experience underpins the process of coaching interaction in the models of coaching. One such example is the GROW model, widely known among coaching researchers and practitioners. In the view of Elaine Cox (2006), each stage of the GROW model (Goal, Reality, Option, Way forward) corresponds to the element of the Kolb's model of experiential learning: concrete experience, reflective observation, abstract conceptualization, active experimentation.

The essential component of transformative learning, such as critical reflection, or in other words, reflection on presuppositions, makes transformative learning theory applicable to coaching (Gray, 2006).

As has been shown above, coaching has undergone the influence of a number of disciplines and areas of knowledge which has resulted to the emergence of theory-based approaches to coaching. Leading scientists in the field of coaching investigated and summarized theoretical approaches, genres and contexts of coaching (Cox *et al.*, 2010). They established the relationship between 13 theoretical approaches to coaching and 10 genres and contexts of coaching. The theoretical approaches constitute the conceptual background of coaching. Some of these approaches, such as psychodynamic, cognitive-behavioral, solution-focused, person-centered, Gestalt, existential, ontological, narrative, cognitive-developmental, positive psychology approach have long traditions and firm theoretical background. The other approaches, such as transpersonal approach, transactional analysis, the NLP approach are still

new fields of knowledge and are in the process of developing a holistic theoretical approach. Genres are defined as forms of coaching; they identify the purpose of coaching, for example, skills and performance coaching, developmental coaching, transformational coaching. Contexts relate to the subject of coaching, for instance executive and leadership coaching, manager as coach, life coaching, team coaching, peer coaching, career coaching, cross-cultural coaching.

The matrix which is elaborated to establish the relationship between the theoretical approaches appropriate to coaching and genres and contexts of coaching is a powerful tool for coaching practitioners. For example, it has been established a tight relationship between cognitive-behavioral approach and genres and contexts of coaching used in organizational context, such as, executive and leadership coaching, and team coaching. The scholars argue that coaching adopted the cognitive-behavioral approach focuses on the replacement of dysfunctional thought patterns with more adaptive versions. As a result, executives as well as managers learn to become efficient in managing their emotions, maintaining an appropriate level of self-confidence and developing high level of interpersonal and communication skills. (Cox *et al.* 2010)

However, the typology of coaching based on the theoretical approaches, genres and contexts of coaching does not provide a further categorization of forms and types of coaching which can be applied in a company. Therefore, based on the literature analysis, the following typology of types and forms of coaching was developed for the needs of the present research (Fig. 1.2).

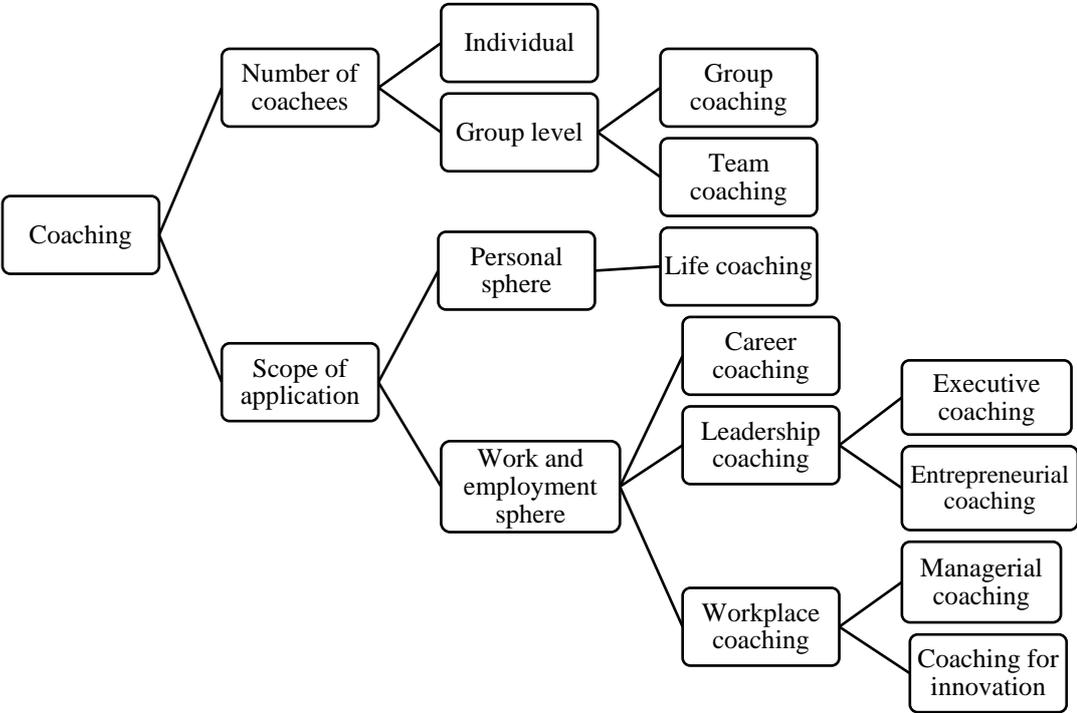


Fig.1.2. The typology of coaching (created by the author).

Under this typology, there are two forms of coaching: individual (one-to-one or dyadic) and group coaching. Individual coaching is delivered by a coach to a single individual, whereas group coaching is provided by a coach or coaches to a group of individuals. Such group may include the individuals who share mutual goals and closely work together to achieve these goals, in this case, a group is called a team, and coaching delivered for this group is called team coaching. In team coaching, a team as a whole is the client and the goal of team coaching is focused on the enhancement of collective performance.

Group coaching has caused growing concern among coaching practitioners and academics in recent decades. This is due to the fact that work in groups leads to the development of systems thinking which is essential for fostering organizational change and development (Brown & Grant, 2010).

Of all types of group coaching, *team coaching* has been explored quite extensively. Peters and Carr (Peters & Carr, 2013) outline four key team coaching models developed by Hackman and Wageman (2005), David Clutterbuck (2007), Hawkins (2011), and Moral (2009).

Under Hackman and Wageman theory of team coaching (2005), coaching is only effective when the conditions for team effectiveness have been properly set up. Hackman and Wageman (2005) highlight the following principal characteristics of the team coaching model:

- the focus on the coaching functions rather than on person's behavior and interpersonal relationship;
- determining the most appropriate period of time for coaching interactions;
- establishing appropriate environment for effective team-focused coaching.

Coaching functions imply: to increase team collaboration; to encourage an innovative approach to task performance; to promote the acquisition and enhancing knowledge and skills (Hackman & Wageman, 2005).

Hackman and Wageman (2005) emphasized the importance of the matching the time of coaching interventions with the stage of the team's life cycle. "We posit that coaching interventions are more effective when they address issues a team is ready for at the time they are made and, moreover, that readiness varies systematically across the team life cycle" Hackman and Wageman (2005, p. 275). They assert that coaching fulfills its distinct function on each stage of the team's life cycle. At an early stage, the core role of team coaching is to facilitate the team members to initiate and accelerate collaboration and coordination. "A coaching intervention that helps a group have a good "launch," therefore, can significantly enhance members' commitment to the team and the task..." (Hackman & Wageman, 2005, p. 275). In the middle-task performance stage, when a team broadens the amount of experience, a strategy-oriented coaching provides reflection on team performance by critically evaluating the progress and finding the opportunity to improve the work. It is argued that the "receptivity to coaching interventions that encourage reflection on team work strategies" increases when a team becomes more experienced (Hackman & Wageman, 2005, p. 277). The final stage of the team's life cycle is appropriate for coaching that is most likely to reinforce collective learning and enhance team's capability (Hackman & Wageman, 2005).

Clutterbuck's theory sees the role of the team coach as a catalyst to stimulate open dialogue in the team. The model suggests that a team coach can discuss and provide support for the team to define its purpose and priorities, understand the environment, identify barriers to performance, create a team learning plan, develop confidence and internalize coaching. (Peters & Carr, 2013)

Based on *the scope of application* all types of coaching are divided into the types which are focused on personal sphere of clients: life coaching and the types which are used in work and employment sphere: organizational coaching. In contrast to life coaching, which fosters clients to achieve the goals in the personal sphere and improve their welfare, organizational coaching is focused on the goals attainment in work and employment sphere and includes career coaching, leadership coaching and workplace coaching.

The difference between leadership coaching and workplace coaching is the position of the coachee in organizational settings and the specificity of goals the coachee needs to attain. Leadership coaching deals with individuals who have managerial responsibility, therefore the main concern of leadership coaching is the effectiveness of the organization. Workplace coaching is focused on non-executive employees, and is aimed at enhancing their capabilities and improving performance.

Leadership coaching comprises two types: executive coaching and entrepreneurial coaching. Executive coaching promotes and strengthens executive's capability to manage and lead an organization. Entrepreneurial coaching encourages entrepreneurs to put their own strategic vision into action.

Executive coaching has become an advanced field of activity in the past decade (Visser, 2010). It is gaining in popularity as a management developmental activity which facilitates organizational change for sustainability (Bozer *et al.*, 2013). The purpose of executive coaching is to enhance the executive's behavioral change through self-awareness and learning, and thereby contribute to individual and organizational success (Bozer *et al.*, 2013).

At the same time *entrepreneurial coaching* is increasingly popular as a support practice among the wide range of tools available to entrepreneurs. It addresses the limitations of "classic" support measures predicated on passive absorption of knowledge. Entrepreneurial coaching triggers novice owner-managers develop their entrepreneurial and managerial skills. The coach plays the role of facilitator and catalyst in this process. (Audet & Couteret, 2012)

A growing number of organizations use coaching not only for executives but also for the non-executive employees as developmental intervention (Bozer & Jones, 2018). As a result, a traditional approach to coaching as supporting activity for individuals who have top managerial authority and responsibility has been broadened, and a new integral approach to coaching has emerged with a view to facilitating employees in the workplace context. A number of scholars named this approach as workplace coaching (Bozer & Jones, 2018; Jones *et al.*, 2016). The distinct feature of workplace coaching as opposed to the other styles, contexts and applications of coaching is the triangular relationship between coach, coachee and organization (Bozer & Jones, 2018; Shoukry & Cox, 2018).

Workplace coaching covers managerial coaching and coaching for innovation. *Managerial coaching* is delivered by managers and supervisors, and aims to improve

productivity and develop employees' professional skills as well as facilitate employees to adapt to a new situation and give them active guidance and provide feedback.

Coaching for innovation aims to drive innovative processes in organization from finding ideas and developing them to linking innovations to the company's strategy by facilitating the development and improvement skills contributing to innovation culture (Bianchi & Steele, 2014).

Career coaching occupies a special place in the classification system because career coaching is used in both organizational contexts and life situations. Career coaching has some commonality with life coaching and organizational coaching in the development of self-efficacy of coachees. However, in contrast to organizational coaching, which is aimed at achieving business results, career coaching is person-centered intervention, since the goal of career coaching is to assist the client to develop a career path and achieve career goals.

Therefore, the forms and types of coaching which can be used in a company have been systemized. The typology of coaching, which is specifically elaborated for the research and is described in the present subchapter, is used in phase 3 of the research of adjusting the capacity of forms and types of coaching to company's needs and wants in development in the current stage of its life cycle (see subchapter 3.3).

However, just titles of the forms and types of coaching do not fully capture the nature of each form or type of coaching. It is the definitions that can provide a greater understanding of the essence of each form or type of coaching, that is why the definitions of the forms and types of coaching were also developed, based on the literature review.

Individual coaching (one-to-one or dyadic) coaching is provided by a coach to a single client.

Team coaching differs from group coaching. Team coaching is a collective engagement, where a group as a whole performs to accomplish collective goals.

Executive coaching deals with individuals who have managerial responsibility. The purpose of executive coaching is to enhance the client's professional performance and behavior change, and thereby contribute to individual and organizational success.

Entrepreneurial coaching is an individual support to entrepreneurs to facilitate developing entrepreneurial self-efficacy and encourage entrepreneurs to transform their own strategic vision into action.

Managerial coaching (Manager as coach) implies a supervisor's or manager's facilitating support to employees to improve their productivity and develop professional skills.

Coaching for innovation aims to drive innovative processes in organization from finding ideas and developing them to linking innovations to the company's strategy by facilitating the development and improvement skills contributing to innovation culture.

Career coaching aims to assist clients to develop a career path and achieve their career goals.

These definitions were used in the Phase 3 of the present research in the questionnaire for the survey of the experts in coaching (see Chapter 3).

Conclusions

This chapter answered the Research question 1 -“What is the matter of coaching?” - by examining the scientific literature and analyzing the texts of the interviews of coaches.

It resulted in the following findings.

1. Coaching is a facilitating process aimed to support clients’ self-directed learning which has resulted in the increase in clients’ self-awareness and self-efficacy, and eventually leads to a change in the clients’ behavior.

2. Coaching is distinguished from other facilitating activities first of all by the role of the client in the process. In most cases, the clients turn to coaching to consider their own issue that is why they take an active role in finding their own solutions based in their experience and driven by the coach.

3. Coaching includes a variety of approaches, forms and types, owing to the influence of the other disciplines and the fields of knowledge. It was determined that the forms and types of coaching, such as individual coaching, team coaching, executive coaching, entrepreneurial coaching, managerial coaching, coaching for innovation and career coaching, are applicable for the use in a company. These forms and types of coaching were systemized for the further use in the course of the research. However, it still remains unclear:

- in which areas of management where coaching is used in a company;
- which are the favourable conditions that can promote coaching in a company.

Chapter 2 “Promotion of Coaching in a Company” investigates the use of coaching in a company and the influential success conditions that can promote coaching to answer Research question 2.

2. PROMOTION OF COACHING IN AN ORGANIZATION

2.1. Areas of Management Where Coaching is Used in Organizations

2.1.1. Review of Scientific Literature on the Use of Coaching in Organizations

As stated in Chapter 1, coaching is generally associated with performance improvement. It also influences employees' job engagement by reinforcing their self-esteem and increasing self-awareness, and thus helping employees identify and value opportunities for learning and development (Clutterbuck, 2009).

Based on the analysis of existing knowledge drawn from the scientific literature and from the survey of coaches, this subchapter is intended to highlight the areas of management where coaching is traditionally implemented.

The analysis of the scientific literature shows that coaching facilitates both individuals to recognize their opportunities to enhance their performance (Orth *et al.*, 1987) and companies to find new peculiar solutions to achieve a long-term sustainable change (Cox *et al.*, 2010; Peltier, 2001; Stober, 2008).

A large number of evidence from the scientific literature suggests that coaching is beneficial for **employees**. Coaching provides a greater clarity about individual's personal development, about how they are actually performing and what prevents them from achieving more (Clutterbuck, 2009; Grant, 2006; Grant & Cavanagh, 2004; Kilburg, 2000; McCarthy, 2014). The effect of engaging in the coaching interaction is that the employees become more responsible for their personal and professional development. They develop certain skills to better manage themselves through their own efforts and will (Stokes & Jolly, 2011). Coaching raises employees' self-awareness (Passmore & Fillery-Travis, 2011; Bozer *et al.*, 2013; McCarthy, 2014) and ensures their personal growth (Grant & Cavanagh, 2004; Stober, 2008). According to McCarthy (2014), coaching helps individuals become more aware of their own strengths and the strengths of other people. Therefore, coaching facilitates a deeper understanding about employees' performance as well as it increases their awareness of what is blocking them when some changes are needed.

For the **needs of a company**, coaching is mostly used in the following areas of management.

- **Management development:** coaching is recognized as an interactive form of that enhances individual's behavioral change through self-awareness and learning, and thereby contributes to individual and organizational success (Bozer *et al.*, 2013). In the course of the coaching process, the coach observes the coachee's behavior and provides his feedback. The coach uses questioning as a core component of the coaching interaction, thereby helping managers to view the opportunities from different perspective. (Cox, 2013)

- **Leadership development:** an external feedback and reflection provided by coaches, lead to an increase in individual's self-awareness, improve capacity of thinking and ultimately enhance leadership skills (Bozer *et al.*, 2013; McCarthy, 2014).
- **Human resource development:** the focus of coaching on experiential learning and self-directed learning tends to foster the personal growth and development (Grant, 2001; 2006; Grant & Cavanagh, 2004; Hudson, 1999; Mink *et al.*, 1993). In response to the unstable factors of business environment, organizations place a greater emphasis on development activities for employees. Development is not only seen as a remedial attention, but it also started to be seen as a way of retaining the best staff (Stokes & Jolly, 2011).

Particular emphasis is placed on the use of coaching *for teams*. Connor and Pokora (2007) state that coaching boosts teamwork of existing groups, it also facilitates the development of newly formed teams and cross boundary teams and improves the communicating skills of team leaders.

Coaching is also applied for *innovation*. For successful innovation process, the ideas and technology should be commercialized, in other words, the ideas should be turned into business. Coaching, concerning to innovation, aims to accelerate the process of converting a good idea into a profitable product or service. McCarthy (2014) suggests that the main use of coaching for innovation is to “foster a climate of innovation” in organization by facilitating the development of the innovation capability. Coaching designs atmosphere that empowers employees and organization to produce results (Evered & Selman, 1989; Hargrove 1995).

The research conducted by a group of scholars (Gilley *et al.*, 2009) concluded that coaching together with communication, motivation and involving others, significantly influence on a leaders' ability to move forward innovation and change. They argue that coaching creates environment that enhances “collective partnership between leaders and their employees” and improves innovation activities. McCarthy (2014) considers that in the context of innovation, coaching can be used for encouraging innovation, generating and selecting options and implementing innovation. Encouraging innovation implies the empowerment of employees to apply their creative ability to generate ideas and convert them into innovations. The environment that supports idea generation and creativity is essentially crucial. Summarizing the results of the study, Prajogo and Ahmed (2006) concluded that high innovation performance can be achieved through the development of behavioral and cultural context and practices for innovation that motivates and encourages individuals to innovate.

Coaching promotes the development of *entrepreneurial skills* through facilitating implementation of the own strategic vision (Audet & Couteret, 2012).

Managers can also benefit from *acting as a coach*. They can get better understanding about what really happens in the work process, at the same time, they can receive a more honest feedback about their own management style and behavior (Clutterbuck, 2009). This helps managers strengthen the relationships with their subordinates. However, there is a real challenge in combining these two roles, ‘a manager’ and ‘a coach’.

In the scientific literature, coaching is considered as the development activity that promotes organizational change and leads to sustainability. The research, conducted by Bond

and Seneque (2013), placed coaching among practices that promote management and organizational development, such as managing, consulting, mentoring and facilitating, within a broader conceptual framework.

Therefore, a review of available scientific literature on the use of coaching in companies indicated the areas of management where coaching is implemented. However, no specific focus on the Baltic region was identified within the scope of analyzed studies. In order to obtain a holistic view of implementation of coaching in companies from a regional perspective as well, the survey of coaches was organized.

2.1.2. The Survey of Coaches on the Use of Coaching in the Managerial Areas of Organizations

The aim of the survey was to determine the areas of management where coaching is used, based on the coaches' experience. A questionnaire was developed specifically for this purpose. The questionnaire comprises 24 questions which are distributed in seven sections (Annex 6). The following types of questions were used: Likert scale questions, ranking questions and open-ended questions.

- Section 1. *Professional Background and Experience*. The aim of this section is to collect data about coaches' qualifications for the practice of coaching and the length of work experience.
- Section 2. *Company Profile*. The aim of this part of the questionnaire is to build up a profile of the companies which use coaching service: the industry where the company operates, the size of the company.
- Section 3. *Professional Practice*. The aim of this section is to collect data about the areas of management where coaching is used as well as about the key recipients of coaching in the company.
- Section 4. *Coaching Process*. This section aims to determine the distinctive features of coaching and key elements of coaching process. The section contains Likert 5 point agree/disagree scale, Likert 7 point importance scale and an open ended text follow up question.
- Section 5. *Measuring Coaching Results*. The aim of this section is to find out the coaches' opinion about the importance of measuring the results in coaching as well as the assessment methods which they use in their practice.
- Section 6. *Benefits and Challenges of Coaching*. This section focuses on the advantages and disadvantages of the use of coaching in a company.

The questionnaire ends with an open final text question.

The survey was conducted from August to December of 2013. Based on the established criteria for selection and with regard to qualification, experience and position, fifteen coaches from Latvia, Lithuania, Poland and Germany participated in the survey. The coaches from Poland and Germany were invited with an aim to detect the differences of the view, if any, over coaching existing in Baltic countries and their neighbors.

The vast majority of coaches (87%) defined their professional background as an executive coach. 11 out of 15 coaches marked more than one profession she/he is engaged in. The

position of an executive coach was combined with the role of a consultant in 7 cases, with the role of an HR and training professional in 5 cases, and with the post of a manager and organization leader in 4 and 3 cases respectively. Almost all coaches have graduated from accredited coach training programs. The average experience in coaching is 3-5 years.

With respect to the companies where the coaches surveyed provide their service, the analysis of responses shows that the respondents work in different industries and with the companies of different size.

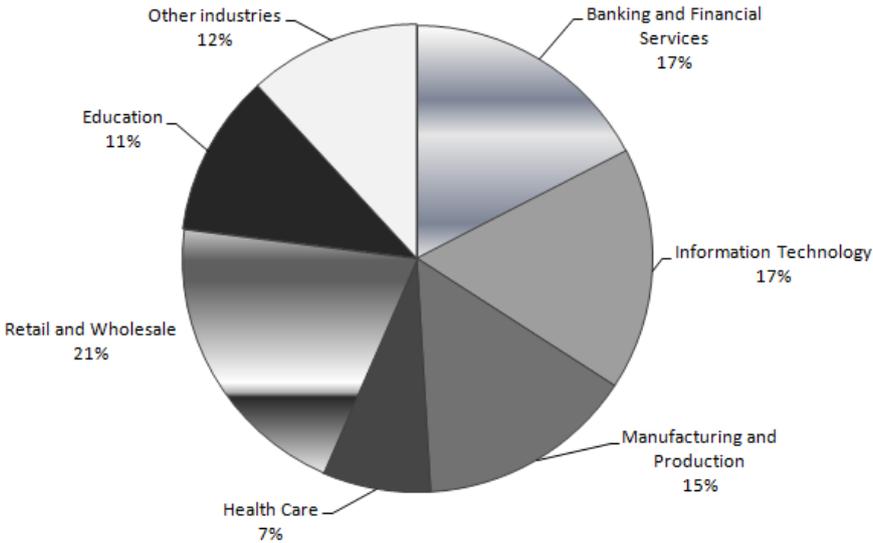


Fig. 2.1. The industries where the coaches surveyed are engaged in (created by the author).

The coaches are engaged in Retail and Wholesale (22%), Banking and Finance Services (17%), Information Technology (17%), Manufacturing and Production (15%), Education (11%), and Health Care (7%) (Fig. 2.1).

The coaches identified the company size from 51 to 250 employees in 12 cases, under 50 employees in 10 cases, from 251 to 500 employees in 6 cases, 1,000 or more employees in 5 cases and from 500 to 1,000 employees in 4 cases (Fig. 2.2).

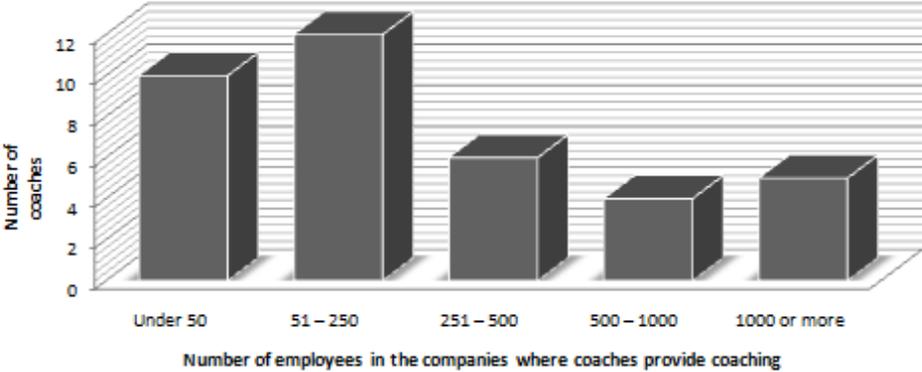


Fig. 2.2. The size of the companies where the coaches surveyed are engaged in (created by the author).

The present subchapter discusses the results obtained through the analysis of the coaches' answers related to the use of coaching in a company; namely the answers to the following questions are analyzed.

- Question 7. On a scale of 1 to 5, with 1 being the least frequently used and 5 being the most frequently used, please rate how frequently you think coaching is used for the following purposes.
- Question 8. On a scale of 1 to 5, with 1 being “Not at all Effective” and 5 being “Very Effective”, please rate the level of effectiveness that coaching has had on the following business skills and processes.
- Question 20. On a scale of 1 to 7, with 1 being not effective and 7 being extremely effective, please rate how effective you think the impact of coaching in organization? (Annex 6).

The coaches, responding to question 7, expressed their opinion on the use of coaching for different purposes in organization, such as to develop and improve performance, to enhance leadership development and team interaction, etc (Fig. 2.3).

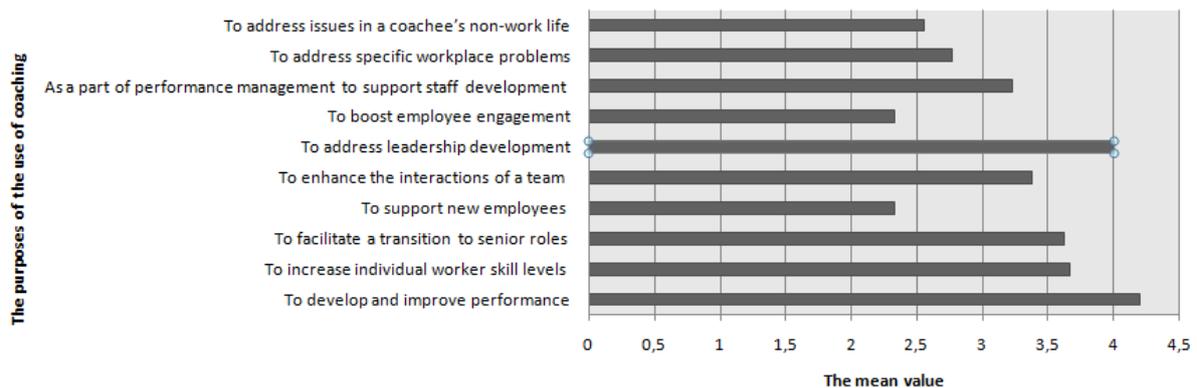


Fig. 2.3. The purpose of the use of coaching in the companies (created by the author).

The results show that by coaches' opinion, coaching is mostly used for performance development and improvement and for leadership development. This result coincides with the findings of the literature review. Some group of scholars (Bozer *et al.* 2013) claims that coaching is a 'promising learning and development discipline' with the aim to facilitate behavior development in the goal attainment.

Analysing the results of question 8, it was discovered that, by coaches' opinion, coaching is mostly used for learning and development (4,73), leadership development (4,53) and strategic thinking (4,29) (Fig. 2.4).

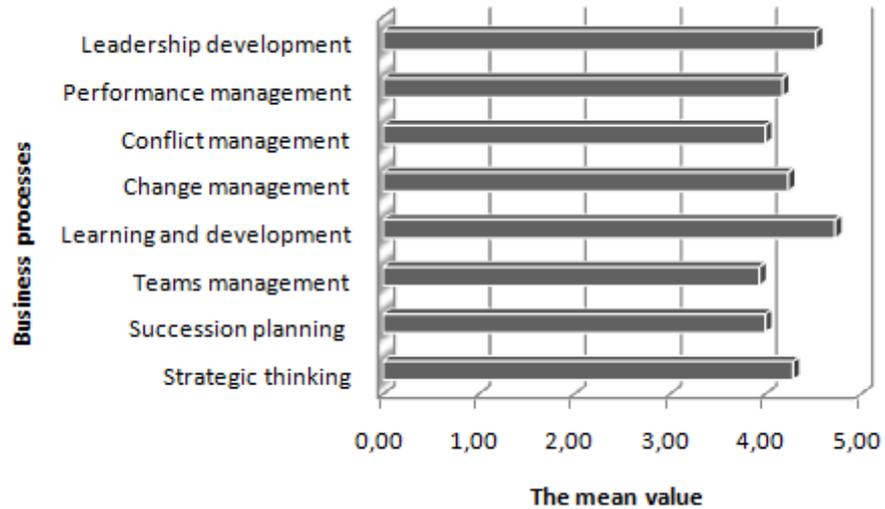


Fig. 2.4. The use of coaching in the companies (created by the author).

These results are in full agreement with the findings in the scientific literature. McCarthy (2014) states that facilitating the process of critical thinking is a core aim of coaching. Coaching techniques, such as listening, questioning and reflection encourage people to think about options they may reject rashly. By reframing individual's thinking, coaching contributes to the shift of organization's thinking. McCarthy (2014) explains the usefulness of coaching for strategic thinking. First of all, coaching helps individuals conceptualize their ideas and consider their complex issues from 'a helicopter view'. At the same time, coaching contributes to the development of strategic thinking skills. By answering coach's questions in the course of a coaching session, individuals learn to ask themselves thought-provoking questions which facilitate increasing self-awareness and help identify new opportunities.

While answering question 20, coaches express their opinion about the impact of coaching. They consider that coaching particularly impacts the relationships and teamwork between employees at different levels (Fig. 2.5).



Fig. 2.5. The impact of coaching in the companies (created by the author).

This result is in the agreement with literature finding. Clutterbuck (2009) sees the role of the team coaching as a catalyst to stimulate open dialogue in the team.

Conclusion

Therefore, the analysis of the scientific literature and the answers of coaches indicated the areas of the use of coaching in a company. It was established that in a company coaching is used at all levels: organizational, team and individual. Coaching as facilitating practice has a high potential to accelerate innovative processes in organizations. In practice, coaching is used to facilitate individuals and teams discovering opportunities and establishing a culture of development and growth. Coaching also promotes individual's sustainable behavioral change through increase of self-awareness and development of strong self-efficiency.

The main areas of the use of coaching are performance improvement and development of the leaders, managers and employees. The results of both the literature analysis and the survey show that coaching can facilitate performance improvement and accelerate leadership development. The literature also shows that coaching can be successfully applied for innovation.

However, the knowledge about the areas of management where coaching can be used is crucial but not sufficient for successful implementation of coaching in a company. The conditions that promote coaching in a company also need to be investigated. The next sub-chapter presents the analysis of the scientific literature on the conditions that positively impact the promotion of coaching in a company.

2.2. Conditions That Impact the Promotion of Coaching Organizations

The scholars raise the question about the effectiveness of coaching interactions (Audet & Couteret, 2012). Despite the growing body of evidence-based research investigating the conditions for effective coaching outcomes, little is known regarding the research on conditions to promote coaching throughout a company. Identifying favourable conditions for coaching is expected to enhance the design of coaching interactions in companies.

The analysis of the literature explored the key conditions that influence coaching interactions from both the coach practitioner and coaching client perspectives and associated with coaching effectiveness in organizational settings. The scholars (Bozer *et. al*, 2013; Vidal-Salazar *et al.*, 2012) paid special attention to the importance to the effectiveness of coaching. They consider that coaching outcomes should be translated into organizational change and sustainability. Therefore, the detection and consideration of the beneficial conditions for each coaching interaction increase the likelihood of the success of the implementation of coaching in a company.

The scholars approach the investigation of the conditions from different perspectives. One group of scholars (de Haan *et.al*, 2011) investigates the helpfulness of coaching interventions. They define the factors that clients perceive as truly helpful in coaching:

- the ability of coach to employ appropriate techniques;
- the quality of relationship;

- the support system;
- the personality of the coach.

Audet and Couteret (2012) directed their research towards investigating the “*winning conditions*” to have an impact on the success of coaching initiatives. These conditions embody:

- client’s positive attitude to change,
- receptiveness to outside help and willingness to learning and change;
- being receptive to coaching;
- being open to change.

Audet and Couteret (2012) also consider that, in the establishment of the relationship between the coach and the client, the crucial role belongs to the coach. It is the coach’s responsibility to establish credibility and create the atmosphere of a mutual trust. Moreover, coach needs to encourage the coachee in change process, persuade the client to accept this change, acquire relevant knowledge and skills and, as a result, change the behavior.

The other group of scholars (Bozer *et.al*, 2013) explored under which conditions coaching is likely to be more beneficial for participants. They emphasize the role of *coachee characteristics* such as

- learning goal orientation,
- pre-training motivation,
- feedback receptivity.

These characteristics are recognized as important predictors of coaching effectiveness.

The scholars also highlight the importance of the educational background and credibility of coaches, they consider that education and credentials can improve coaching effectiveness (Bozer *et.al*, 2014). Rekalde *et.al* (2015) examined the factors from the coach and coaching client perspective. They emphasize the importance for coach practitioners to be competent to establish mutual trust and have communication skills.

The other approach was proposed by Smith and Brummel (2013), they examined the impact of *the organizational environment*, such as the involvement of the top management to support coaching process; the influence of perceptions of competency developability and the effects of creating a formal individual development plan. The results of their study prove that these specific components play a significant role in coaching interactions.

Smith and Brummel (2013) also highlight that the involvement of the client in the coaching process is an important prerequisite for promotion and successful implementation of coaching. The clients are often considered to be ready when they

- are willing to invest time and energy in the process,
- do the work of development even when it becomes difficult,
- take personal responsibility for transferring learning into action for change on the job.

The other component can expand the list of preconditions, i.e. *the commitment to the relationship* in the course of the coaching interaction. A group of scholars argue that the commitment to relationship appears to be a major success factor and constitutes a prerequisite for coaching effectiveness (Baron. & Morin, 2009; de Haan *et.al*, 2013).

The Table 2.1 summarizes the results obtained in the course of the literature review.

Table 2.1

Conditions That Likely Have Influence on the Effectiveness of Coaching
(Created by the Author)

Scholars	Conditions
Bozer G., Sarros J., Santora J. (2013)	Coachee learning goal orientation Coachee pre-training motivation Coachee feedback receptivity
Bozer G., Sarros J., Santora J. (2014)	Coach's academic background in psychology
Bozer G., Sarros J., Santora J. (2013). de Haan E., Duckworth A., Birch D., Jones C. (2013)	Coachee developmental self-efficacy
de Haan E., Duckworth A., Birch D., Jones C. (2013)	Personality of the client
de Haan E., Duckworth A., Birch D., Jones C. (2013); Baron. L, Morin, L. (2009)	Coach–coachee relationship
Baron. L, Morin, L. (2009)	Supervisory support
Rekalde I., Landeta J., Albizu E. (2015).	Coach's ability to generate trust Coach's competence in communication skills, Coachee's responsibility for own growth Coachee's commitment to the process
Smith I., Brummel, B. (2013)	Executive involvement Perceptions of developability Individual development plans
Audet, J, Couteret, P (2012)	Entrepreneur's open attitude to change Motivation to transfer

Therefore, the literature review has identified a range of conditions which positively impact the promotion of coaching in a company. The identified conditions are used in the questionnaire developed for the survey of the coaches and the clients of Latvia and Lithuania to determine which of the proposed conditions are more important for the promotion of coaching in a company in the Baltic region.

2.3. Advancing Coaching as a Systemic Activity in an Organization

The aim of the survey of the coaches and coaching clients was to investigate the relevance of conditions that are likely to promote coaching interactions in a company.

Sampling

Coaches: sample is done from a list of coaches which is prepared preliminarily and is based on the open source database. The above mentioned sampling strategy is stipulated by the fact that coaching is not a profession in its classic sense. In the current state, coaching is mostly considered as a cross-disciplinary occupation (Gray, 2010) self-regulated by

professional bodies, among which are the following: International Coach Federation, European Mentoring and Coaching Council, Association for Coaching. Moreover, coaching is not the subject of governmental accreditation and professional license. As a consequence, it is nearly impossible to determine the total number of practitioners who provide coaching practice in Latvia and Lithuania. Therefore, for the purpose of the present survey, it was decided to use the open databases available on websites of coaching and training organizations in Latvia and Lithuania.

Coaching recipients (clients): sample is done from a set of people who use coaching service or are aware about coaching and have their opinion about coaching interactions. The population size for this group of respondents is practically not known as long as this target group is composed of entrepreneurs, business owners, management at all levels as well as specialists who represent any industry in Latvia and Lithuania.

Questionnaire design

The questionnaire consists of two sections designed to gather the information to answer the Research question 2 (Annex 7).

The Section 1 of the questionnaire consists of the closed multiple choice questions and is specially designed for coaches and coaching recipients. Coaches are asked to identify their professional position. Taking into consideration that coaches can combine coaching practice and employment in other areas, they are asked to select all appropriate variants. The second question is focused on the professional qualifications in coaching. The coaches are able to select both academic qualifications, i.e. Master degree in coaching and / or Bachelor degree in coaching, and non-academic qualifications provided by International Coaching Federation (ICF) as well as the other coaching professional bodies. The third question indicates the period of engagement in coaching profession. Thus, the created profile of the respondents gives opportunity to compare the opinion of coaches with different professional positions, qualifications and engagement. Section 1 of the questionnaire for the coaching clients comprises four multiple choice questions. They are focused on professional position and engagement of the respondents. The section also contains two questions that enable to gather information about the size of the organizations and the industries where these organizations operate.

Section 2 of the questionnaire contains closed-ended questions. On a rating scale from 1 to 5 with 1 being “Not important” and 5 being “Extremely important”, coaches and coaching clients are asked to rate the importance of the conditions that are likely to facilitate the promotion of coaching in companies and thus, enhance coaching interactions. These questions enable to better understand what holds significance to the respondents. The respondents’ answers also enable to make comparison and find agreement in the perception of the importance of conditions.

A list of conditions is generally extracted from the scientific literature and includes external indirect conditions, external direct conditions, internal conditions at the level of organization, internal conditions at the level of groups and internal conditions at individual (client’s) level.

Categorization of the favourable conditions identified as a result of the literature review

There are 27 conditions that fall under five categories. The choice of conditions is mostly guided by the findings in the literature on organizational coaching. The determined conditions cannot be considered as exhaustive and all-inclusive.

External indirect conditions are expected to affect indirectly the promotion of coaching in an organization. They include:

- 8.1 Reference to coaching in the context of EU documents
- 8.2 Recommendations to integrate coaching in training programs
- 8.3 Innovations in business, psychology, education, etc. that facilitate developing coaching theory

The choice of these conditions was determined by the following.

- Several high-level EU initiatives, such as Entrepreneurship 2020 Action Plan, Open Innovation 2.0 (OI2), Horizon 2020 as well as CoachCom2020 project draw attention to coaching. Coaching is proposed to apply together with management training and networking to support new businesses in crucial phases of their lifecycle and help them grow.
- Innovations in business, psychology, education trigger the development of new approaches, techniques and models in coaching. These technologies are aimed at improving the effectiveness of coaching focusing on the reliability and sustainability of coaching outcomes. Effective coaching outcomes, which are the result of the innovative ideas in different areas, provide a strong argument in promotion of coaching in organizations.

External direct conditions are focused on all conditions that might be associated with coaching service from the dissemination of good practices to the personality of coaches. The conditions were involved on the basis of literature analysis and the suggestions that were made by the experts during the questionnaire piloting. The following variables constitute external direct conditions:

- 9.1 Disseminating the best practices in coaching
- 9.2 Establishing professional standards for coaches
- 9.3 Providing coaching industry research
- 9.4 Cooperation of coaching professional associations with other professional and government organizations
- 9.5 The system of professional supervision to oversee the work of the coach
- 9.6 Education and continuing training for coaches
- 9.7 Coach's ability to employ the skills related to the core coaching competences
- 9.8 Coach's awareness of business processes

The following arguments were taken into account in selection of external direct conditions.

- Professionalization of coaches is a complex and sensitive topic. It is a fact that only well-educated, skilled, credentialed coaches can ensure the environment that will forward coaching in organizations. However, coach training programs vary considerably, from short online courses and weekend workshops, to a three-year academic masters-level program. Establishing professional standards for coaches will allow having clearer picture of the service provided by coaches. Much work is done by the professional bodies to recognize coaching as a self-regulated profession. However, Bachkirova (2014) suggests that coaching presently is a market-regulated practice.
- It is important to develop science-based coaching practices conducting research studies in the field of coaching. Partnership between coaching professional associations and other professional organizations and government agencies expands consensus and supports community building and networking.
- The system of professional supervision provides constructive feedback. ‘Supervision in coaching can be broadly understood as being as a structured process for coaches designed to help coaches attend to improving the quality of the coaching, to grow their coaching capabilities and support themselves and their practice with the help of a coaching supervisor’ (Grant, 2012).
- The ability to employ various techniques effectively and at the right moment may be considered as one of the components of quality. This statement was proved by the study conducted by a group of scholars (de Haan *et. al.*, 2011). They concluded that a broad range of techniques are deemed helpful. However, it was suggested that general factors common to all good coaching (such as the quality of the relationship or “working alliance” between coach and client, the support system of the client, the personality of the coach, client expectations) can predict helpfulness of coaching, rather than specific behaviors, techniques, or models of coaching (de Haan *et al.*, 2011).

Internal conditions are presented at three levels: organizational, group and individual respectively.

Internal conditions at the level of organization:

- 10.1 Goal-oriented organizational culture
- 10.2 Top management support for learning and development
- 10.3 Motivation to learn and acquire new skills
- 10.4 Requiring new skills acquisition because of organizational change
- 10.5 Opportunity to apply the knowledge and skills acquired in the training to the job
- 10.6 Relationship of trust and openness among the members of organization

Coaching can help organizations identify the mechanisms to achieve growth that is best suited to their unique circumstances. Internal conditions at the level of organization are related to the features of organizational culture such as goals orientation, support orientation, learning culture, relationship of mutual trust and openness, a culture of effective feedback.

These components of culture create a favorable environment for the development of coaching culture within the organization.

Internal conditions at the level of groups:

- 11.1 High cohesion and good communication within team
- 11.2 Collaborative planning
- 11.3 Making decision in groups / teams
- 11.4 Employees learning and development within the groups / teams

Teams are a key structural component in most businesses today (Peters & Carr, 2013). That is why the conditions at the level of groups are likely to have significant impact on the promotion of coaching in the groups in particular and in organization in general. Team coaching is distinct from individual coaching because in team coaching, the team as a whole is the client and collective performance is the goal, versus the individual focus of one-on-one coaching (Peters & Carr, 2013). The aim of team coaching is to support team members to structure their work and conversations to communicate well, make decisions and ensure the achievement of the optimal result through a joint effort of the group. Team coaching can also be the integral part of team learning. Therefore, the conditions that were selected for the questionnaire have collaborative focus.

Internal conditions at individual (client's) level:

- 12.1 Client's positive attitude to change
- 12.2 Being receptive to help
- 12.3 Client's willingness to learn and change
- 12.4 Client's feedback receptivity
- 12.5 Client's willingness to invest time and energy in coaching process
- 12.6 Client's involvement in the coaching process

Coaching is also very beneficial for individuals. Changes make employees become more responsible for their personal and professional development. They need to develop certain skills to better manage themselves by improving their own performance through their own efforts and will (Stokes & Jolly, 2011). Internal conditions at individual level are focused on the client. Client engagement plays significant role in the success of coaching and extends coaching implementation in organization.

Data processing

The obtained data is analyzed by using Statistical Package for the Social Sciences (SPSS) and conducting correspondence analysis. As an exploratory data technique, correspondent analysis aims to analyze categories of external and internal conditions for promoting coaching in organizations and extract the most important factors. Correspondence analysis is widely used in such areas as marketing and ecology. Some scholars (Doey & Kurta, 2011) consider that correspondence analysis can be applied in the other research areas where categorical variable need to be analyzed. This analysis extracts the most important data and uses the graphical map to visualize the associations among variables. However, some limitations should be taken into consideration. This analysis interprets the strength of trends within the

data. The distance between row points and column points shows the relativities and only general statements are made about observed trends.

Piloting and modifying the questionnaire

Pilot study was conducted with a limited sample in order to investigate whether the questionnaire is clear to understand and acceptable. The questionnaire was submitted to respondents from the same population and then improved on the basis of the responses collected.

The purpose of the questionnaire piloting was to avoid low response rate, to check that the design of the questionnaire works in practice, and to identify and amend problematic questions and refine the questionnaire. In particular, the aim of piloting was as follows:

- to check clarity of items, layout, sections, instructions;
- to gain feedback on appearance;
- to eliminate ambiguities, uncertainty and poor wording;
- to check readability;
- to gain feedback on question type;
- to identify irrelevant questions;
- to identify non-responses;
- to identify commonly misunderstood or non-completed items;
- to test the validity and comprehensibility of the questionnaire.

A pilot test was performed with four participants in August 2014 to examine content validity of the questionnaire in regards to factors such as relevance and clarity of language. Piloting helped find the best wording and the best balance between the amount of information requested from individual respondents and the proportion of respondents who actually complete the questionnaires. Moreover, the comments and suggestions of the experts in coaching were integrated into the questionnaire. After piloting the questionnaire was reworked.

Content validity, as one of the most important validation in developing new questionnaires, has become a central issue of the piloting. Content validation has referred to observing all the specific items on the questionnaire to determine whether the questionnaire addresses the topic overall.

The results of the piloting. The questions of Section 1 did not cause any difficulty for the respondents, they could find appropriate variants among the options. As a result, the profiles of the participants look as follows.

Expert 1: Master Certified (Executive and Life) Coach with more than six years of experience in coaching field. She has checked the linguistic validity of English and Lithuanian versions of the questionnaire.

Expert 2: Psychologist, she has graduated from an ICF approved/accredited program, has more than three years of practice in coaching field. She checked the linguistic validity of English and Latvian versions of the questionnaire.

Expert 3: Manager without qualification in coaching, however the expert is now fully involved in management of coaches professional organization. She checked the linguistic validity of English and Russian versions of the questionnaire.

Expert 4: Top level manager with more than 10 years of work for the company with less than 50 employees. The company operates in Banking and Financial Services. The expert evaluated the questionnaire as it can be viewed by the coaching clients.

Based on the experts' comments the following corrections were made: 1) the question about qualification in coaching has been complemented by International Coach Federation three credentials: the Associate Certified Coach (ACC), the Professional Certified Coach (PCC), the Master Certified Coach (MCC). This allows expanding the range of qualifications, since the qualification certified coach that was used in the question does not reflect the precise idea about knowledge, experience and quality of coaching provided by the coaches. 2) The second amendment was concerned with the translation. The questionnaire was originally developed in English and then translated into Latvian, Lithuanian and Russian. The experts have been chosen in such a way as to check the quality of translation focusing on the clarity and equivalence in translation of the terminology. 3) To improve readability and clarity, two suggestions were taken into account in the layout of Section 2. It was advised to change the order of scales and to add instructions in each part. 4) The question about innovations has been modified because it might cause confusion. 5) Some serious alterations have been made in the list of external direct conditions. Experts' recommendations enabled to relate emphasis between the coach's ability to employ various techniques and coach's personality.

The survey

The survey was conducted from December 2014 to August 2015. In total 75 respondents from Latvia and Lithuania participated. Almost 70% of coaches who did respond to the survey reported that they have graduated from the International Coach Federation approved or accredited coach training programs, and a little more than 70 % of respondents positioned themselves as executive coaches. 40 % of coaches have practiced in coaching for 3 – 5 years and 29 % of coaches have been in business for 6 – 9 years.

The obtained data are analyzed by using the Statistical Package for the Social Sciences (SPSS) and conducting correspondence analysis (Annex 8). Two dimensions: number of question and score are extracted. The results are presented in the form of a biplot.

Results

Three types of conditions are analyzed under external indirect category (Fig. 2.6). These conditions may have an indirect impact on promotion of coaching in organization. A correspondence map demonstrates that two external indirect conditions, namely, the integration of coaching in training programs (Q 8.2) and innovations in business, psychology, education, etc. that facilitate developing coaching theory (Q 8.3) are perceived by the respondents as more important conditions than reference to coaching in the context of EU documents (Q 8.1). Thus, Q 8.2 and Q 8.3 conditions are taken into account for the further analysis.

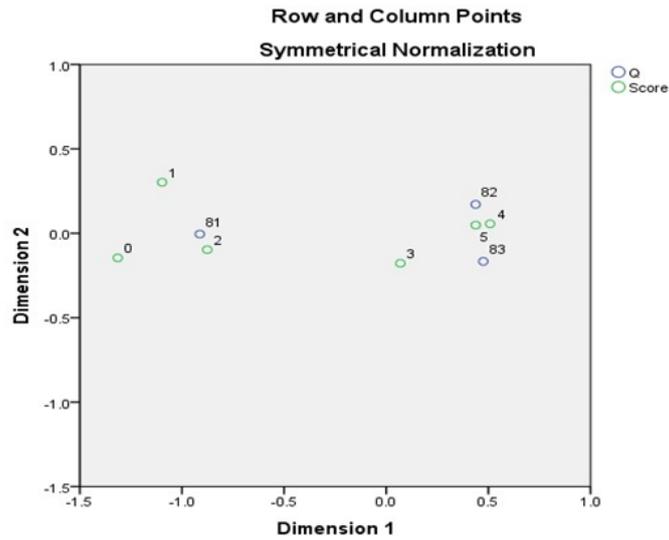


Fig. 2.6. A biplot displaying external indirect conditions and how they relate to the level of importance (created by the author).

Under the external direct conditions category, the conditions referring to the provision of coaching service are analyzed (Fig.2.7). Three out of eight external direct conditions are placed at a close distance from point “5”. They are the following conditions: disseminating best practices in coaching (Q 9.1), education and continuing training for coaches (Q 9.6), and coach’s ability to employ the skills related to the core coaching competences (Q 9.7). This result leads to the conclusion that they are the conditions that respondents consider important. The literature provides the empirical support to these findings. Bozer *et al.* (2013) prove that coaches’ academic background and credibility positively relate to coaching effectiveness.

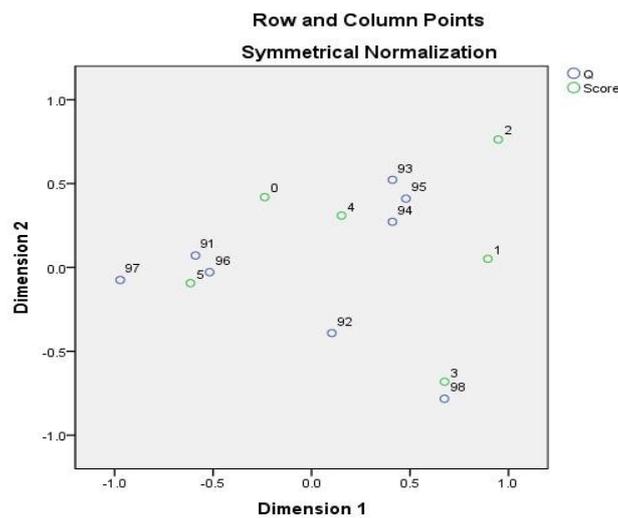


Fig. 2.7. A biplot displaying external direct conditions and how they relate to the level of importance (created by the author).

Internal conditions are analyzed under three categories: organizational level, group level and individuals’ level. Internal conditions at the level of organization are culture-oriented.

The biplot demonstrates the distribution of points (Fig.2.8). The point Q 10.2 is in the nearest position to the point “5”. Therefore, the top management support for learning and development is considered by the respondents as the most important internal condition. This result is in the agreement with the empirical study made by Baron and Morin (2009). They argue that supervisor support might “reinforce the perceived value of the process and encourage the coachee’s efforts to develop.” Two more points Q 10.3 and Q 10.6 are also in close position to the point “5”. Thus, motivation to learn and acquire new skills (Q 10.3) and the opportunity to apply the knowledge and skills acquired in the training to the job (Q10.6) are also conditions that are perceived by the respondents as important.

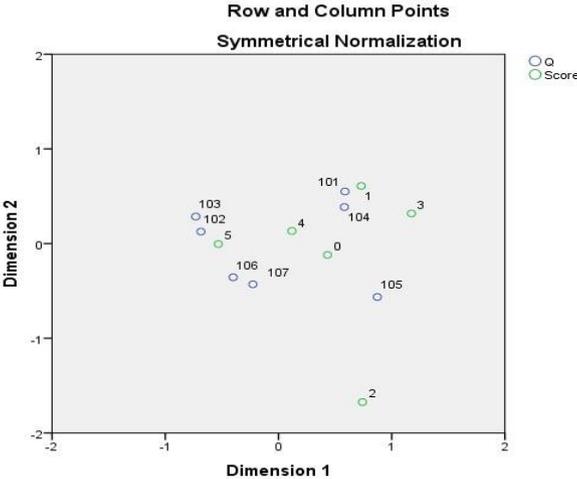


Fig. 2.8. A biplot displaying internal conditions at the level of organization and how they relate to the level of importance (created by the author).

Internal conditions at the level of groups have collaborative focus. The results demonstrate that the condition Q 11.4 (employees learning and development within the groups / teams) is placed in the shortest distance from point “5” (Fig.2.9). Respondents consider this condition as the most important.

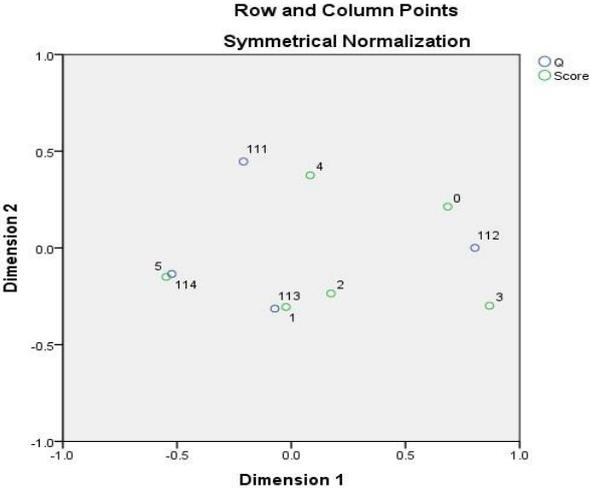


Fig. 2.9 Abiplot displaying internal conditions at the level of groups and how they relate to the level of importance (created by the author).

Internal conditions at individual level are focused on the recipient of coaching. The point Q12.6 is in the nearest position to point “5” (Fig.2.10). This result demonstrates that “client’s involvement in the coaching process” is considered as the most important condition. The points of conditions Q 12.5 (client’s willingness to invest time and energy in coaching process) and Q 12.3 (client’s willingness to learn and change) are closely placed to point “5” and considered the important conditions for the respondents.

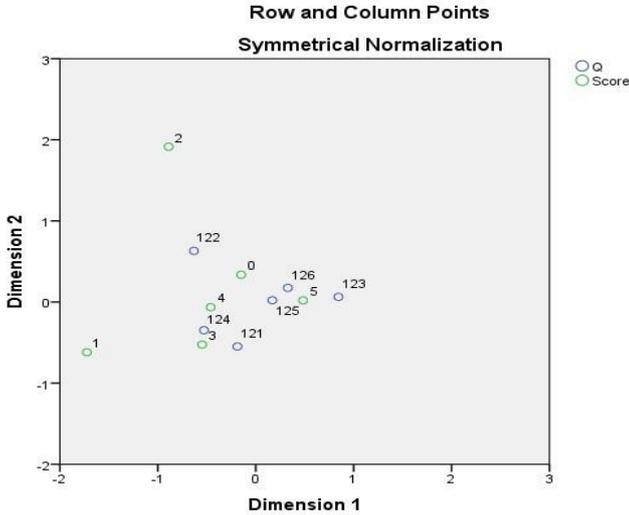


Fig. 2.10. A biplot displaying internal conditions at individual level and how they relate to the level of importance (created by the author).

Consolidated Table 2.2 presents the generalization of the conditions that are considered important to enhance coaching interaction.

Table 2.2

Favorable Conditions Promoting Coaching in a Company (Created by the Author)

External conditions of indirect effect	Innovations in the related fields of knowledge
	Guidance regarding integrating coaching throughout the learning process
External conditions of direct effect	Benchmarking of coaching best practices
	Continuing professional development for coaches
	Demonstrating confidence in core coaching competencies
Internal conditions at the level of organization	Support of executives
	Motivation for acquiring new skills
	A culture of trust and openness
Internal conditions at the level of groups	A learning culture in groups
Internal conditions at individual (client’s) level	Individual’s commitment to change
	Individual’s readiness to invest time and energy in coaching
	Individual’s engagement in the coaching process

The results of this study indicate that the conditions, mostly related to learning and development, are considered as the most important conditions at organizational, team and

individual levels. These conditions are expected to play a meaningful role in the effectiveness of coaching engagements. The findings have empirical support made by a group of scholars (Bozer *et al.*, 2013; Rekalde *et al.*, 2015; Smith & Brummel, 2013).

Conclusions

Analyzing the areas of management where coaching is used, it has been discovered that coaching is mostly used for achieving objectives for learning and development, leadership development and strategic thinking. Coaching mostly impacts on the collaboration within and across teams.

The availability of the favourable conditions may constitute the important prerequisites for successful implementation of coaching in a company. However, these conditions cannot be considered the only variable of success of coaching interactions. It is also important to bear in mind that the situation within the company is not static; it is constantly changing as the company is growing and developing. At each stage of its development, the company needs to possess a set of forces which can drive it to the further development and prevent from decline.

In the view of the above, the next chapter explores the specific features of the forms and types of coaching, which are relevant to the use in a company (see sub-chapter 1.3), to align them to the driving forces the company needs to accelerate for its development in different stages of its life cycle. The chapter begins with an overview of the life-cycle models of the organizations.

3. COACHING AS A TOOL FOR THE DEVELOPMENT OF ORGANIZATIONS

3.1. Life Cycle Stages of an Organization

There has been much discussion over recent years about how organizations grow and what facilitates their development. Hanks (1990) argues that organizations grow “through a series of recognizable stages”. A number of scholars (Baird & Meshoulam, 1988; Boulding, 1956; Chaffee, 1985) explain growth and development of organizations in respect of ‘building blocks’ where the prior stages provide a basis for following stages. As the companies move from one stage to another during their life cycle, the strategy, structure, requirements and other aspects are changing. Lester et al. (2003) argue that knowledge about the organization’s ongoing stage of development provides the understanding about the proper relationships between life cycle, strategy, structure and performance. The perception of the value of the concept of the organizational life cycle enables to identify the changes that can occur while organization grows (Lester *et al.*, 2003).

However, there is no consensus on the definition of a life cycle stage. Using the approach, proposed by Miller and Friesen (1984), Hanks (1990) defines a life cycle stage as “a unique configuration of variables related to organization context, strategy and structure”, and transition between stages as reconfiguration.

The empirical studies to support the theory of organizational life cycle appeared at the end of the 20th century (Dodge & Robbins 1992; Hanks & Chandler, 1994; Kazanjian & Drazin, 1989). Scholars attempt to explain the life cycle process, as a result, a sufficient number of theories and models are developed. Recognizing the obvious advantages of the theory of organizational life cycle, scholars noticed that a lack of consensus in the number of stages within organizational life cycle is a definite weakness of life cycle studies (Rutherford *et al.*, 2003). The number of stages varies widely from 3 stages (Smith *et al.*, 1985) to 10 stages (Adizes, 1989). In spite of the difference in the number of stages and the name of the stages, there are also enough commonalities among them. The models assume that organizations move through a series of developmental phases, each of them is related to particular contextual, strategic and structural characteristics. Kazanjian and Drazin (1989) argue that the models of organizational growth follow “a common underlying logic”, i.e. to perform new tasks organizations have to go through the transformation process.

Organizational life cycle model is also referred to as a stage model of organizational growth (Rutherford *et al.*, 2003) Kazanjian and Drazin(1990) explain the essence and the use of the stage of growth developmental models. They consider that these models can help provide a fuller understanding of the growth and development processes in organization.

Kazanjian and Drazin (1989) investigate the factors that may affect the organization’s growth. They empirically tested a stage-contingent model designed specifically for technology based new ventures. Their study proves the long-standing view that the rate of growth at least partially is contingent on the match between the stage of growth and

organizational structure, which includes such structural features as decision-making centralization and formalization, and functional specialization.

Kazanjian and Drazin (1989) define a business model as “a problem-based stage of growth model” because this model sees each stage of growth as a “reflection of the dominant problems”. They argue that the dominant problems the organizations attempt to solve determine the life cycle stage of an organization. “Dominant problems that a firm faces at any point in time indicate its stage of growth” (Kazanjian & Drazin, 1989). They see the life cycle model as a process of problem resolution and claim that if the organization intends to solve dominant problems effectively the specific organizational structure, function and decision-making processes are to comply with the life cycle stage.

Kazanjian and Drazin (1990) argue that the success of resolution of problems, which are specific to the certain stage, allows the organization to move to the problems of the next sequential stage and thus grow by tackling the problems. “Then holding other growth related factors constant, relatively higher growth should occur” (Kazanjian & Drazin, 1990). The proper match between problem, stage and appropriate structure and processes accelerate the growth of organization. However, in case of mismatch between all the above mentioned factors, the growth may occur but it is expected to be lower (Kazanjian & Drazin, 1990).

A stage-contingent model developed by Kazanjian and Drazin (1990) defines four sequential stages of design and growth: 1) Conception and Development; 2) Commercialization; 3) Growth; 4) Stability. The special focus of the 1st stage is on formation of new business and development of the product to realize the idea. Kazanjian and Drazin (1990) state that during this stage, no organizational structure and decision-making formalization apparently exist, strategic and budgetary decisions are centralized and directed by the founder. Then organizations enter a period of *Commercialization*, the problems to be addressed are rooted in manufacturing, marketing and commercialization of the product. The main problem of the *Growth* stage is manufacturing in volume, while maintaining the high quality. The enterprise is to “carefully balance profits against future growth”. This stage is a period of constant change and functional crises. The period of high growth is followed by *Stability*, during this stage growth slows, therefore the main problem of this stage is to sustain growth and hold market position.

A conceptual framework of a five-stage model of organizational growth was proposed by Greiner (1972). Greiner (1972) considers that the problems of organizational development trigger organizations to the next life cycle stage. He identified five dimensions, which are major for a model of organization development: age and size of the organization, stages of evolution and revolution, and growth rate of the industry. Greiner (1972) distinguishes evolutionary and revolutionary periods in the growth and development of organizations. Evolutionary periods are referred to as ‘prolong periods of growth’ without ‘major upheaval’. The term *revolution* describes the periods of turbulence in organization. Greiner (1972) asserts that during organizational growth and development, evolutionary periods generate revolutionary periods. “Each phase is both an effect of the previous phase and a cause for the next phase” (Greiner, 1972). Evolutionary periods are characterized as periods of prevailing management style to attain organizational growth while revolutionary periods are

characterized as periods of dominant management problem that needs to be solved to ensure continued growth.

Based on the extensive literature review and analyzing the periods of history of organizations Miller and Friesen (1984) distinguish five key stages of corporate life cycle: birth, growth, maturity, revival, and decline (Fig. 3.1).

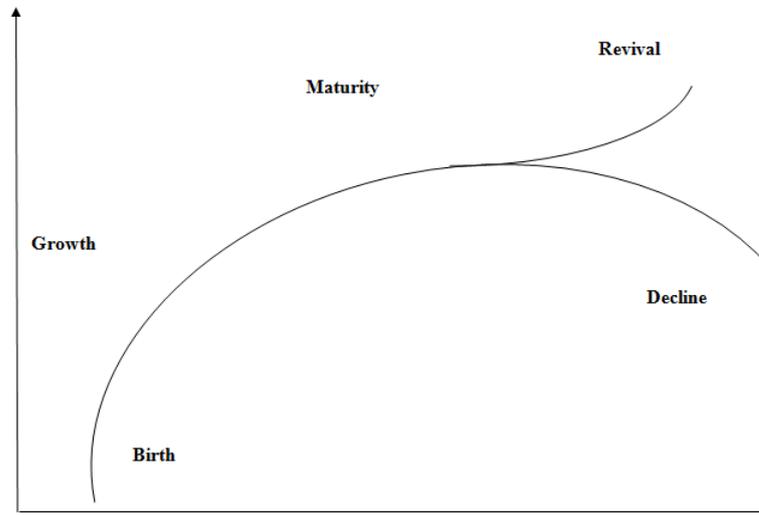


Fig. 3.1. A five stage life cycle model (Miller and Friesen, 1984).

They argue that each stage differs from one another by internally consistent characteristics, among which strategy, structure, decision making. The period of time an organization stays at each stage can vary considerably. One of the main findings is that “while the stages of the life cycle are internally coherent and very different from one another they are by no means connected to each other in any deterministic sequence” (Miller & Friesen, 1984).

Hanks (1990) presents a synthesized model which incorporated a number of models of organizational life cycle (Adizes, 1989; Baird & Meshoulam, 1988; Galbraith, 1982; Greiner, 1972; Kazanjian, 1988; Miller & Friesen 1984; Quinn & Cameron 1983; Scott & Bruce, 1987; Smith *et al.*, 1985). The model is comprised of five stages. Each stage is characterized by a distinctive range of variables related to organization context, strategy and structure (Hanks, 1990).

1) *Start-Up*. An idea or a market niche may precede the organization establishment. Once the idea is transformed into a product or service and presented on the market tangibly, the main concern of organization is their customers (Hanks, 1990). Assuming a desirable growth, the founder is to take considerable risks in finding a market niche, product developing, and seeking financial backing. To overcome these challenges, a founder centralizes the power for making decisions. The formal organizational structure is simple, planning and control ‘occur on an ad hoc basis’ (Hanks, 1990). The founder needs to be creative and committed to the business idea, and develop entrepreneurial skills such as the ability to recognize market opportunity.

2) *Expansion*. While organization is growing, the complexity of organizational structure increases and new problems arise. The scholars claim that existing organizational structures and systems might be ineffective in addressing new challenges. Therefore, if the organization endeavors to grow and consolidate their success, the organization's structure and systems need to be reconsidered to meet the organization's new size, complexity and problems (Hanks, 1990).

Simple organizational structure changes to functional structure, functional departments are organized for key areas of business, however decision-making is quite centralized. The product is entirely designed and recognized in the market. While the successes in the Start Up stage primarily depends on 'creativity, flexibility and informality', to be successful in Expansion stage, the organization needs to 'learn to produce in volume', operating systems and functional structures are to be established. Hanks (1990) argues that reorganization can cause resistance from 'successful entrepreneurs'. He explains that according to Galbraith, during the first stage, the success was partially achieved due to the lack of formalization of organizational system. Therefore entrepreneurs need to recognize the necessity of reorganization of organization and learn to think "stage wise". "Reconfiguration is essential if the firm is to continue along the growth cycle (Hanks, 1990). Organizational reconfiguration demands greater independence of subordinates in decision making. A serious crisis may arise at the end of *Expansion* stage if the founder is unable to delegate responsibility effectively.

3) *Consolidation*. Organizational growth rate slows down. Particular emphasis is laid upon profitability. Cost control, productivity, and maintaining market position are in the area of particular attention. Emphasis turns from product innovations to innovations to improve production to make the process efficient and reduce costs. "The rules are established and polices institutionalized" (Hanks, 1990). The organizational structure and systems become more formal and hierarchical. A team of professional top managers is composed. Decision making process becomes less centralized. The crisis at the end of this stage is connected to the 'loss of responsiveness to environmental changes'. Diversification of product and decentralization of decision making is required to overcome this crisis.

4) *Revival*. Product diversification promotes entering new markets. Divisional form of structure with autonomy of divisions and decentralization becomes common. Hanks (1990) considers that integration is the primary challenge faced by organization during this stage.

5) *Decline*. When organization experience 'diminished acceptance', i.e. stops growing, it moves to the decline stage. Hanks (1990) argues that organization can enter decline from any stage of life cycle. He believes that renewal of organizational mission and strategy is to be a primary business task for organization in the period of decline. In fulfilling this task, leaders need to apply strong and directive style to "awaken the organization to a sense of urgency" (Hanks, 1990). The realignment of organization in a variety of activities, such as innovation, diversifications, reconfiguration of internal structure, etc, is to meet the marketplace demands. Ignoring of renewal inevitably brings organization to continued decline and finally to the death.

In spite of the difference in the number of stages and the name of the stages, there are also enough commonalities among them. The models assume that organizations move through a

series of developmental phases, each of them is related to particular contextual, strategic and structural characteristics. Hanks (1990) notifies that configuration of characteristics appropriate at one stage may be “ineffective, even detrimental in subsequent life cycle stages.”

Lester *et al.* (2003) have adapted and tested a five-stage model which is appropriate to any type of organization and support the work of Miller and Friesen (1984). They investigate relationships between organizational life cycle, competitive strategy, and performance. They recognize the significance of the decline as a separate stage. The proposed five-stage model consists of the following stages:

1st stage Existence. Lester *et al.* (2003) mention that this stage is the beginning of organizational development, the decision-making is centralized.

2nd stage Survival. During this stage the formalization is developed.

3rd stage Success. The formalization reaches its maximum; the hierarchical relationships have become more formal.

4th stage Renewal. The organizations endeavor to foster innovation and creativity, for this purpose they attempt to promote collaboration and teamwork and prioritize the customers’ needs. Matrix organizational structure and decentralized decision making may facilitate the renewal process.

5th stage Decline. Personal goals prevail over organizational goals

The Table 3.1 presents the comparative analysis of the life cycle models.

Table 3.1

Comparison between Organization Five-stage Life Cycle Models (Created by the Author)

1	Authors	Strategy	Structure	Decision making	Key skills required
	2	3	4	5	6
The 1 st stage Birth	Miller and Friesen	Niche strategy	Simple	Centralized	
	Hanks	Niche strategy; narrow product line	Simple	Highly centralized	Creativity; flexibility
	Lester et.al	Prospector; First mover	Simple; informal	Centralized	
The 2 nd stage Growth	Miller and Friesen	Market segmentation	Departmentalized, functionally-based	Team approach to management	
	Hanks	Broadened product line, but still limited	Departmentalized; functional structure	Less centralized, limited delegation	Delegate effectively
	Lester et.al	Differentiation	Functional; some formality	Some delegation	

Table 3.1 continued

1	2	3	4	5	6
The 3 rd stage Maturity	Miller and Friesen	Preservation of sale value; a short-term tactical orientation	Departmentalized, functionally-based; less delegation, emphasis on formal control	Conservatism becomes the norm	
	Hanks	Control and productivity;	More formal and bureaucratic departmentalized and functional structure	Less centralized and more participative	Formal planning, organization, administration
	Lester et.al	Segment control	Formal, bureaucratic, functional	Reliance on internal information	
The 4 th stage Revival	Miller and Friesen	Differentiation , diversification; acquisitions	Divisional structures; highly sophisticated control systems	Highly centralized strategy-making power	Innovative, proactive; risk embracing
	Hanks	Diversification ; market segmentation, acquisitions	Divisional structure	Decentralized operating decisions	Integration
	Lester et.al	Diversification	Divisional; matrix	Sophisticated controls	Collaboration; teamwork
The 5 th stage Decline	Miller and Friesen	No particular strategy;	Poor communication between hierarchical levels and across departments	Extreme conservatism	
	Hanks	The main business task: organization renewal	Functional, formal and bureaucratic	Decision making power is at the top	Strong, directive leadership
	Lester et.al	Breadth	Formal, bureaucratic	Moderate centralization	

The 1st stage (*Birth*) is the beginning of organizational development. All three models state that this stage is characterized by centralized decision making and simple formal organizational structure. Niche strategy is a determinate growth strategy. The main role in the development of organization belongs to the founder. Therefore, Hanks (1990) emphasizes that the founder needs to be creative and committed to the business idea, and develop entrepreneurial skills such as the ability to recognize market opportunity. While organization is growing, the complexity of organizational structure increases and new problems arise. The scholars claim that existing organizational structures and systems might be ineffective in addressing new challenges.

During the 2nd stage (*Growth*), simple organizational structure changes to departmentalized functional structure. Functional departments are organized for the key areas of business. The decision-making is less centralized. While the successes in the Birth stage

primarily depends on ‘creativity, flexibility and informality’, to be successful in the Growth stage, the leaders need to learn to delegate effectively. Hanks (1990) argues that a serious crisis may arise at the end of the 2nd stage if the founder is unable to delegate responsibility effectively.

Particular emphasis during the 3rd stage (*Maturity*) is laid upon profitability. Cost control, productivity, and maintaining market position are in the area of particular attention. The organizational structure and systems become more formal and hierarchical. Conservatism becomes the norm. A short-term tactical rather than a long-term strategic orientation prevails.

During the 4th stage (*Revival*) organizations experience a period of rapid positive growth. Remarkable changes take place in organization strategy. Diversification, differentiation of product lines, and acquisitions in different industries characterize this stage. Divisional form of structure with autonomy of divisions and decentralization becomes common. Hanks (1990) considers that integration is the primary challenge faced by organization during this stage.

When organization experiences ‘diminished acceptance’, i.e. stops growing, it moves to the 5th stage (*Decline*). Hanks (1990) argues that organization can enter decline from any stage of life cycle. He believes that renewal of organizational mission and strategy is to be a primary business task for organization in the period of decline. In fulfilling this task, leaders need to apply strong and directive style to “awaken the organization to a sense of urgency” (1990).

Therefore, each stage of the company’s life cycle has its specific strategies, structure and other aspects, such as the driving forces that facilitate a company move from one stage to the other and prevent it from the decline. The determined driving forces are considered as the wants which a company wishes to stimulate. These driving forces can be accelerated by the implementation of the different forms and types of coaching which have their own specific features enabling them to influence the drivers

The next sub-chapter firstly investigates the driving forces appropriate to each stage of the life cycle based on the analysis of the scientific literature. Then the sub-chapter provides the insight into the specific characteristics of forms and types of coaching included in the typology (see sub-chapter 1.3). Finally, the matrix, developed based on the analysis of the scientific literature, illustrates the relationship between the driving forces specific for each stage of a company’s life cycle and the forms and types of coaching applied to accelerate these drivers.

3.2. Driving Forces in Different Stages of Organization’s Life Cycle

Miller and Friesen (1984) argue that each stage differs from one another by internally consistent characteristics, among which strategy, structure, decision making. The period of time an organization stays at each stage can vary considerably. Hanks (1990) endorses that view; he believes that each stage is characterized by a distinctive range of variables related to organization context, strategy and structure. Hanks (1990) explains why organizations need change throughout their life cycle. “As organization grows in size and complexity, it reaches

certain threshold points, where the existing configuration is no longer adequate and reconfiguration is necessary for the organization to continue to grow” (Hanks, 1990, p. 7).

Creativity is the organization’s source to grow and develop at **the Birth stage**. Creative activities focusing on generation of new business ideas, designing products and technologies are crucial for an organization to start up (Kazanjian & Drazin, 1990). However, creativity in itself is not enough without commercialization. Transferring business ideas and prototypes into viable products is a principal task during the first stage (Hanks, 1990). The attempt to find the appropriate market niche leads to increase of the innovative activity (Miller & Friesen, 1984). “Since the firm is small and has no established reputation, it must avoid directly confronting its more powerful competitors. It does this by finding gaps or niches in the market which are not being filled, and defends these niches by making extensive innovations” (Miller & Friesen, 1984, p. 1169).

Besides creativity and innovativeness, market vision is regarded as the key skill the leader has to possess during the Birth stage (Hanks, 1990). Reid and Brentani (2010) state that market vision and market visioning competence impact most significantly on the organization performance “particularly during the very early stages” (Reid & Brentani, 2010, 502). At the Birth stage, most crucial decisions are made based on entrepreneurial intuition of the organization founder (Miller & Friesen, 1984). As a consequence, there is also a need to develop entrepreneurial skills such as independence in decision making and the ability to recognize market opportunity. Entrepreneurial leadership is a vital characteristic, that the start-up founder must possess (Kim & Jung, 2015).

The founders have to undertake substantial risks. The readiness to take the risk and a strong commitment to the business idea are the principal factors that ensure progress during the Birth stage (Hanks, 1990).

At the Birth stage, the ownership is concentrated and the strategic and operating decisions are centralized in the organization (Hanks, 1990; Miller & Friesen, 1984). To establish effective communication under the centralization of authority, the founder needs to acquire result orientation competency (Hanks, 1990).

Therefore, encouraging creativity in the development of new products and technologies, fostering generation of innovative business ideas, improvement in communication, entrepreneurial intuition and self-awareness are able to ensure sustainable growth and development of organization during the Birth stage.

While an organization is growing, the complexity of organizational structure increases and new problems arise. Existing organizational structures and systems might be ineffective in addressing new challenges. The capability to produce in volume to expand the niche and meet the increased customers demand requires changes in all areas of organization’s activities. During **the Growth stage**, an organization undergoes constant change (Kazanjian & Drazin, 1990). The changes in strategy, structure, situation and decision-making imply a greater role for managers (Hanks, 1990; Lester *et al.*, 2003). “...complex product strategies require more levels of managers to become involved in decision making” (Miller & Friesen, 1984, p. 1171). The Growth stage is characterized by increased autonomy at lower-levels. As a result of this process, the delegation of authority is adopted by organizations (Greiner, 1998; Miller

& Friesen, 1984). However, delegation could cause problems. Greiner (1998) notes that, on the one hand, top executives experience difficulties in giving up responsibilities because they are quite satisfied with the centralized directive leadership. On the other hand, lower management experiences problems in taking responsibility and making decisions. The nature of the decision-making process changes toward “more analytical, more multiplex, and better integrated” (Miller & Friesen, 1984, p. 1171). The problems associated with the Growth stage are connected with obstacles in the process of change. Along with the demand to produce effectively with high quality and in value, there is a need to cope with people problems associated with high growth (Kazanjian & Drazin, 1990). Hanks argues that “the organization must develop the ability ‘to produce and distribute its products or services in volume to an increasingly diverse set of customers (Hanks, 1990, p. 5).

Therefore, the challenges that are brought by a rapid growth might be overcome by involvement of lower level management in decision making process by means of effective delegation, and substitution of the flexibility in structure and disproportionate creativity by functional structure and team approach to management.

At the **Maturity stage**, the organizational structure and systems become more formal and hierarchical. Particular emphasis is laid upon profitability. “It is important to realize that unlike the conventional lifecycle concept the company is still growing in the maturity phase” (Scott & Bruce, 1987, p. 51). Finding opportunities of change and maintaining and improving growth capability are the top challenges facing leaders and management for sustainable growth (Kazanjian & Drazin, 1990). However, despite the continuing growth, the development, including sales growth, becomes slower (Chukhray & Novakivskii, 2015; Hanks, 1990; Kazanjian & Drazin, 1990). The organization becomes larger, more complex and adopts more formal bureaucratic structure (Hanks, 1990; Ionescu & Negrusa, 2007; Kazanjian & Drazin, 1990; Miller & Friesen, 1984). Hanks (1990) considers that huge bureaucracy may cause the crisis at the end of the Maturity stage. The other reason of the crisis includes the loss of the ability to respond fast and effectively to changes in business environment and market saturation. Hanks (1990) sees the organization renewal, diversification and decentralization as possible solutions to overcome the crisis. The organization typically reaches the Maturity stage in as little as ten years. By that time, an organization acquires a sufficient number of motivated and developed employees. Rutherford *et al.* (2003) consider that the retention of key employees is a considerable challenge for the Maturity stage.

At the end of the Maturity stage, an organization has two ways of continuing the life cycle. The Maturity stage finalizes with two different options of transformation: the transfer to the next growth stage, Revival or to the Decline stage (Ciemleja & Lace, 2011, Duobiene, 2013).

Therefore, exploring the feasibility of growth to transform to the stage of growth not to decline, retaining a high sustainable performance of employees and coping with bureaucratic structure might contribute to the further development.

In the **Revival stage** an organization experiences rapid growth caused by diversification and expansion of product-market scope to reverse the stagnation of the Maturity stage (Hanks,

1990; Miller & Friesen, 1984). Miller and Friesen (1984) argue that the Revival stage is the most challenging and the most exciting stage of the five. An organization experiences significant changes in strategies, structure and decision making. The entry into turbulent new markets demands innovative high performance. Yusr (2016) suggests that when the companies seek to achieve competitive advantage through innovation, they need to make more efforts on building their innovation capability. Lee et al. (2016) highlight the importance of both extrinsic motivations and intrinsic values for organization innovative behavior.

Complex and heterogeneous environment requires change in organizational structure. A functionally-based structure is substituted by divisional structure. As organizations become more decentralized and geographically dispersed, divisions gain considerable autonomy in operating decisions. Excessive autonomy may affect the communication between divisions, therefore integration is considered to be a key challenge an organization faces at the Revival stage (Hanks, 1990).

Therefore, challenges of the Revival stage might be overcome by attainment of autonomy of divisions, high-level innovation and integration and effective communication between divisions.

In spite of empirical support, the **Decline stage** still is a subject of debate among scholars (Lester *et al.*, 2003). Lester *et al.* (2003) explain this fact by reluctance of managers and employees to see their organization in that light. Miller and Friesen (1984) consider that ignoring the principles of growth, i.e. lack of well-defined strategy, failure to delegate, might bring an organization to decline.

Miller and Friesen (1984) analyzed organizational performance during the Decline stage. They concluded that at the Decline stage, organizations unable to deal with turbulent environment and external challenges. This situation is due principally to the lack of innovation and it leads to a focus on internal power (Miller & Friesen, 1984). External threats and internal weaknesses are caused by the weakness of information processing mechanisms. On the one hand, organizations lack of information to analyze customers' needs and competitors' achievements. On the other hand, vertical and horizontal communication within organization weakens and becomes ineffective. As a result, an organization loses the capability to respond properly to external and internal challenges (Miller & Friesen, 1984).

Lester *et al.* (2003) consider that decline does not mean inevitable death of organization. Fundamental change in the strategy, structure, decision making is vital to move to a more stable stage of growth (Hanks, 1990).

A group of scholars highlight that an organization needs to make efforts to avoid decline "through the promotion and development of an innovative culture" (Lester *et al.*, 2003, p. 47). However, despite the fact that innovations might improve the situation in the Decline stage, there is a lack of awareness and casual attitude towards the importance of innovations (Duobiene, 2013).

At the Decline stage, an organization operates in the environment in which the tolerance to failure is low (Duobiene, 2013). This results in a decrease in risk-taking.

Therefore, the renewal of organizational strategy and structure, the development of innovativeness, the improvement of the information processing mechanisms, and the increase of the tolerance level are business tasks to overcome stagnation and move to realignment.

The summary of the key driving forces that might contribute to the sustainable growth and development throughout the stages of organizational lifecycle and establish deterrence from decline is presented in Table 3.2.

Table 3.2

Key Driving Forces for the Development of a Company Throughout the Stages of Its Life Cycle (Created by the Author)

Life cycle stages	Drivers for a company's sustainable development
Stage 1. Birth	Creativity
	Independence in decision making
	Product and service innovations
	Leadership self-awareness
	Entrepreneurial intuition
	Strategic vision
	Intense commitment
	Willingness to understand risk
	Flexibility
Stage 2. Growth	Involvement of lower level management in decision making
	Effective delegation
	Team approach
	Capability to deal with almost constant state of change
	Ability to manage high growth
Stage 3. Maturity	Exploring the feasibility of growth
	Retaining high performance employees
	Overcoming bureaucratic obstacles
	Responsiveness to environmental changes
Stage 4. Revival	Divisions autonomy
	Integration
	Effective internal communication
	Innovative high performance
Stage 5 Decline	Renewal of organizational strategy and structure
	Development of innovativeness
	Improvement of the information processing mechanisms
	Increasing the tolerance level

Coaching and drivers of organizational development

The literature analysis conducted in the fields of the organizational life cycle and coaching reveals that different types and forms of coaching possess the features that may accelerate the driving forces for the company's development at each stage of its life cycle (Table 3.3).

Table 3.3

Alignment of the Features of Types and Forms of Coaching With the Driving Forces, Based on the Analysis of the Scientific Literature (Created by the Author)

Life cycle stages	Drivers for a company's sustainable development	Entrepreneurial coaching	Executive coaching	Managerial coaching	Coaching for innovation	Team coaching
Stage 1. Birth	Creativity	+				
	Independence in decision making	+				
	Product and service innovations				+	
	Leadership self-awareness	+	+			
	Entrepreneurial intuition	+				
	Strategic vision	+				
	Intense commitment			+		
	Understanding the risk	+				
	Flexibility	+				
Stage 2. Growth	Involvement of lower level management in decision making			+		
	Effective delegation		+	+		
	Team approach			+		+
	Capability to deal with almost constant state of change		+	+	+	
	Ability to manage high growth		+	+		
Stage 3. Maturity	Exploring the feasibility of growth		+			+
	Retaining high performance employees		+	+		+
	Overcoming bureaucratic obstacles		+	+		
	Responsiveness to environmental changes		+	+	+	
Stage 4. Revival	Divisional autonomy		+			
	Integration		+	+		
	Effective internal communication		+	+		+
	Innovative high performance				+	
Stage 5. Decline	Renewal of organizational strategy and structure		+			
	Development of innovativeness				+	+
	Improvement of information processing mechanisms	+	+	+		
	Increasing the tolerance level	+		+		+

The table shows the relationship between different types and forms of coaching and the driving forces availability of which is crucial for the development of a company. The description of the key features for each form and type of coaching presented further demonstrates in which way these features can boost the driving forces.

Entrepreneurial coaching. Entrepreneurial coaching provides support and reinforces the independence of entrepreneurs at the start-up or early growth stages by establishing the environment that triggers independence in solving every day and future problems. Coaching also facilitates the entrepreneurs to take actions to realize their strategic vision. A distinctive feature of entrepreneurial coaching is its primary focus on an entrepreneur as an individual to facilitate the founders in developing their managerial skills and enhancing their leadership capability. (Audet & Couteret, 2012)

Entrepreneurial coaching also plays a crucial role as a support practice in the recovery process when a company is in the decline stage. Coaching improves the climate in a company and ensures networking and information processing. (Anis *et al.*, 2018)

Executive coaching. Executive coaching, similar to other types of coaching, encourages behavior that promotes sustainable development of a company and provides improvement in achieving the goals, however, the primary focus of executive coaching is work-related sphere rather than personal life (Duff, 2011).

There is ample evidence that executive coaching provides support to people who have leadership and managerial responsibilities in organizations. “The presumed outcomes of executive coaching are changes in managerial behaviors with presumed increases in organizational effectiveness” (Feldman & Lankau, 2005, p. 834).

As Anthony Grant (2014) pointed out, executive coaching becomes particularly valuable in the period of constant organizational change. Executive coaching promotes development of a readiness to embrace change as well as contributes to enhancement of leadership and managerial skills in the period of high growth, since executive coaching improves goal achievement and leadership self-efficacy (Grant, 2014; Grant *et al.*, 2009). The purpose of executive coaching is to achieve the desirable behavior change by means of raising self-awareness and learning and thus to benefit both individual and organization (Agarwal *et al.*, 2009; Bozer & Sarros, 2012; Joo, 2005). Executive coaching supports in building strong commitment resulted in behavioral and attitudinal changes (Bozer & Sarros, 2012).

Meanwhile, de Meuse *et al.* (2009) argue that executive coaching has a larger impact on organizational micro-level outcomes, i.e. behavior and performance, rather than on organizational macro-level outcomes, i.e. strategy.

Therefore, executive coaching promotes and strengthens the executive’s capability to manage and lead a company.

Managerial coaching. Managerial coaching encourages leading process and contributes to continuous improvement of employees’ performance (Anderson, 2013; Beattie *et al.*, 2014; Ratiu *et al.*, 2017).

The peculiarity of managerial coaching is based on the fact that managers act as coaches for their subordinates. Developing subordinates’ knowledge, skills and abilities through coaching interactions enables improved, motivated and effective performance.

Managerial coaching adds value and increases the sustainability of a company in the period of change by improving communication and accelerating integration. “Managerial coaching places the emphasis on creating a working environment where supervisors support their subordinates in the increase of their professional performance, in their adaptation to new

situations, gives them active guidance, feedback and support” (Ratiu *et al.*, 2017). Managerial coaching, if properly applied, enhances trust, maintains confidence, improves communication, and encourages team work.

A group of scholars (Ellinger *et al.*, 2011, Ellinger *et al.*, 2003; Ellinger *et al.*, 2007; Elmadağ *et al.*, 2008), assert that managerial coaching positively correlates with employee performance and favorably impacts on employee commitment. Supported by empirical research (Beattie, 2006; Ellinger & Bostrom, 1999; Longenecker & Neubert, 2005), they argue that coaching is beneficial for effective communication, clear goal-setting. However, the scholars note that the effectiveness of managerial coaching depends on a large extent on the organizational and individual needs as well as the appropriateness of using this type of coaching (Ellinger *et al.*, 2011).

Therefore managerial coaching facilitates the improvement of employees’ performance, and promotes internal communication and integration among managers and employees..

Coaching for innovation. Innovation plays a crucial role in the development of organization. McCarthy (2014) considers that the main use of coaching for innovation is in fostering development of innovation capability of an organization. “In addition to coaching ... in relation to behavior and culture, coaches ... also help organizations to apply innovation tools and techniques. This is particularly useful in relation to the identification and prioritization of option”(McCarthy, 2014, p. 134).

Team coaching. There is considerable evidence to suggest that team coaching facilitates improving team capability to perform and achieve team results (Rousseau *et al.*, 2013)

Rousseau *et al.* (2013) claim that team coaching might improve innovation capabilities by encouraging team members’ innovative behaviour. The study which they conducted aims to explore the relationship between team coaching and innovations in work teams. The results of the study show that team coaching is positively correlated with team innovation. “Unexpectedly, results revealed that team coaching may exercise a direct effect on support for innovation. This direct effect means that team leaders exhibiting coaching behaviors may encourage team members to engage in an innovation process of developing and implementing new ways of doing things” (Rousseau *et al.*, 2013, p. 356).

Rousseau *et al.* (2013) explain how team coaching contributes to fostering innovation. When coaching is used as a leadership style for building and managing work teams, it is expected that the effectiveness of teams will be enhanced through the changes in the behavior of team members. Team coaching facilitates matching expectations with opportunities, comprehension of team strengths and weaknesses. Rousseau’s *et al.* (2013) study shows that continual coaching interactions might provide motivational and behavioral change and thus enhance team innovation.

Thus, team coaching enhances the team environment, contributes to the development of team innovation capability and hence creates a basis to attain sustainable performance.

Conclusion

Based on the review of the literature, the key characteristics of the forms and types of coaching, determined as relevant for the use in a company, were identified. These

characteristics were aligned with the driving forces which can trigger the change and development of a company. However, the results obtained do not provide a comprehensive view to what extent the forms and types of coaching with the described specific features are appropriate for the use to accelerate the mentioned above driving forces relevant to each stage of a company's life cycle.

The survey of experts in coaching was conducted to establish the appropriateness of the use of forms and types of coaching to stimulate the driving forces and thus facilitate the development of a company in different stages of its life cycle.

3.3. Appropriateness of the Use of Different Types and Forms of Coaching for Facilitating the Development of a Company in Different Stages of Its Life Cycle

For the purpose of the Phase 3 of the research, it was decided to apply the judgement based method. Judgmental methods are used when appropriate information is not available for using statistical methods, ambiguity is high or additional verification is required (Benini *et al.*, 2017). Expert judgment is a research method which is widely used in management science, forecasting and statistics.

The sub-chapter presents the results of the survey of the experts in coaching. The aim of the present expert opinion survey is to clarify the issue relevant to the appropriate application of coaching to achieve its maximum possible impact on a company's performance. The survey seeks to gain the experts' view about the ways of utilizing coaching to accelerate and sustain organizational growth and development. Specifically, the experts are asked to rate the appropriateness of the use of the different forms and types of coaching in the different stages of a company's life cycle. Individual coaching, team coaching, executive coaching, entrepreneurial coaching, managerial coaching, coaching for innovation and career coaching are analyzed in the context of Miller and Friesen five-stage model of the organizational life cycle (Miller & Friesen, 1984).

Design of the expert opinion questionnaire

The questionnaire consists of two parts:

- 1) the judgement of the experts in coaching about the level of priority of the forms and types of coaching to the stages of a company's life cycle;
- 2) experts' self-evaluation about their competence (Annex 9).

The questions 1 – 5 of the first part of the questionnaire are formulated in the same way. On a scale from 3 to 0, with 3 being "high priority", 2 "middle high priority", 1 "low priority" and 0 "not applicable", the experts are asked to rate the appropriateness of the use of the forms and types of coaching, such as individual coaching, team coaching, executive coaching, entrepreneurial coaching, managerial coaching, coaching for innovation and career coaching, to the stages of organizational life cycle: the Birth stage, the Growth stage, the Maturity stage, the Revival stage and the Decline stage.

The second part of the questionnaire is intended to gather information about the level of competence of the experts.

To ensure unity in understanding of the stages of the life cycle of an organization the experts were provided with short descriptions of the stages. These descriptions are presented below.

Stages	Description
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Birth	<i>Situation.</i> The organization is small in terms of revenues and number of employees.
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Strategy: niche strategy is a determine growth strategy. The strategic aim is to find the gaps in the market and defence these niches by making extensive innovations.

Structure: simple formal organizational structure. Coordination among staff is weak since the internal structure is simple and does not fully exist.

Decision making: centralized decision making. The main role in the development of organization belongs to the founder / owner-manager. The owner-manager concentrates the power and makes the key decisions. Decisions may conflict with each other because of the lack of detailed analysis and methodological consideration of alternatives.

Key skills required. Success comes from creativity, flexibility, informality, commitment, and willingness to undertake risk on the part of the founder. The founder must be result-oriented, creative and committed to the business idea, and develop entrepreneurial skills such as the ability to recognize market opportunity.

Growth	<i>Situation:</i> organization is growing. The organization continues to meet growing demand for the products and as a result experiences continued growth in both sales and number of employees.
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Strategy. Market segmentation becomes a determine growth strategy. Customers influence on decisions most. The organization tries to identify specific subgroups of customers and to make small product or service modifications in order to better serve them. The product line is broadening.

Structure: departmentalized functional structure. Functional departments are organized for the key areas of business. Structure becomes more complex and less centralized. Managers are appointed to head marketing, production and other departments. Greater effort is devoted to effective communication and coordination among departments. Team approach to management prevails.

Decision making. More levels of managers involve in decision making, as a result, some authority is delegated. However, power is still quite centralized.

Key skills required. While the successes in the Birth stage primarily depends on 'creativity, flexibility and informality', to be successful in the Growth stage, the leaders need to learn to delegate effectively.

Maturity *Situation:* sales levels stabilize. The focus turns from growth to profitability. Innovations switch from product to process to improve production efficiency and reduce unit costs. The tendency is to follow the competition and imitate innovations. Growth is occurring at a slower rate. A stable and circumscribed product line is sold in traditional markets. The competition is going after the same group of customers.

Strategy: focused product-market scope. A short-term tactical rather than a long-term strategic orientation prevails. There is also more attention paid to solving immediate problems and less emphasis given to formulating explicit strategies.

Structure. Departmental, functionally-based structure becomes more formal and bureaucratic. Information processing activity changes: there are more emphasis upon formal cost controls, budgets, and performance measures. There are typically several levels in the management hierarchy with a senior management team at the top.

Decision making. Conservatism becomes the norm. Style of decision making is less innovative, less proactive, less responsive and adaptive to the market.

Key skills required: to be effective, leaders must be proficient in formal planning, organization and administration.

Revival *Situation.* The organization experiences a period of rapid growth and reaches its largest size. This growth is generated by major and minor product-line and service innovations, acquisition in different industries, diversification and differentiation. Project teams and technical experts are recruited for R&D, engineering departments as well as to perform planning and analysis activities. Close attention is paid to project returns and the evaluation of potential customer reactions.

Strategy: diversification, market segmentation, acquisition are determine growth strategies.

Structure. Divisional form of structure with autonomy of divisions and decentralization is adopted.

Decision making. The heads of divisions become responsible for operational decisions and performance in different markets. Highly sophisticated control systems to monitor the performance of the divisions are used. While the divisions have the authority for the operational decisions, the power for overall strategy making is still highly centralized.

Key skills required. A major challenge faced at this stage is integration to avoid over controlling the divisions and at the same time, ensuring the synergy between divisions

Decline *Situation.* Profitability drops because of the external challenges and because of the lack of innovation. The product lines become still more outdated. The market scope is quite narrow.

Strategy. No particular strategy

Structure. The structure of organization is centralized with few control system.

Decision making. Most decisions in the organization are made by few managers who make a conservative, internally political approach. Decision-making power is at the top of the organization; even routine operating decisions are executed by higher level managers. Communications between hierarchical levels and across departments are poor.

Key skill required. Renewal of organizational mission and strategy is to be a primary business task for organization. Ignoring of renewal inevitably brings organization to continued decline and finally to the death.

The experts were also provided with the definitions of the forms and types of coaching which were included in the questionnaire. These definitions constitute an integral part of the typology of coaching elaborated in the present research (see sub -chapter 1.3).

The selection of experts and evaluation of the level of their competence

The following criteria are considered in the selection of experts: professional status, reputation, recognized competencies, academic degree, versatility and objectivity. The optimal number of experts is still disputable question in the literature. The scholars consider that number of experts depends on the nature of the problem and expected degree of uncertainty, while a larger group of experts may potentially provide more intellectual resources, the conflict of opinions and information overload may embarrass the elicitation. Therefore, to increase the accuracy of the forecast, it was decided to compose the pool with fifteen experts whose knowledge and expertise complement each other and reflect the full scope of the subject matter.

The method of determining the competence of the experts is based on combination of different approaches:

1. competence coefficients (k);
2. self-confidence evaluation;
3. documented method.

1. *Competence coefficients (k)* are calculated from the processed results obtained from experts. The competence of the experts is estimated by the degree of consistency of experts' evaluation to the group evaluation.

The coefficient is obtained by applying the following recursive formulae (Pavlov & Sokolov, 2005):

$$x_i^t = \sum_{j=1}^m x_{ij} k_j^{t-1} \quad i = 1, 2, \dots, n. \quad (3.1)$$

$$\lambda^t = \sum_{i=1}^n \sum_{j=1}^m x_{ij} x_i^t, \quad t = 1, 2, \dots, \quad (3.2)$$

$$\lambda^t = \sum_{i=1}^n \sum_{j=1}^m x_{ij} x_i^t, \quad t = 1, 2, \dots, \quad (3.3)$$

where j – the running number of expert;
 i - the running number of questions;
 m - the number of experts;
 n -the number of questions;
 t - the step of calculations;
 x - the summarised responses.

Calculations start with $t = 1$. The initial values of competency level are identical and equal to $k_j^0 = \frac{1}{m}$.

2. *Self-assessment method* is used to measure the competence of experts. Self-confidence in theoretical knowledge, practical issues and capability to forecast is determined for each expert. The coefficient ranges from 1 (or full competence) to 0 (or full incompetence). The experts are also asked to rate the level of their awareness of particular coaching types, with 10 being “perfect awareness” and 0 “absolute unfamiliarity”. Self-confidence evaluation is calculated as the average score by using information obtained from the experts’ responses to the questions 6 (Q 6) and 7 (Q 7) of the questionnaire.

3. *Documented method* evaluates the competence based on documentary sources, such as professional position, qualifications, and years of practice.

The survey of researchers and practitioners as experts in coaching

The survey of the experts in coaching was conducted from November 2017 to January 2018. The list of selected experts consisted of 15 coaches who were individually invited to participate in the survey. It was expected that this survey gives a general awareness in the tendency.

The analysis of the experts’ responses was made by summarizing expert opinions to derive an agreement among experts. In overall the analysis was made in two dimensions.

- First, the most valuable types of coaching under each stage of organizational life cycle were extracted and analyzed.
- Second, the most valuable types of coaching across all the stages of organizational life cycle were identified.

The competence coefficient (k) was determined for each expert, based on the questionnaire results and by estimating the degree of consistency of experts’ responses to the group evaluation. The data for estimation of self-confidence in theoretical knowledge, practical experience and capacity to foresee logical progression as well as the awareness of particular coaching types were obtained from the responses on questions 6 (Q)and 7 (Q 7) received from the experts. The results are calculated as the average scores.

Table 3.4 demonstrates the results of the analysis of the competence level of the experts which comprise the competence coefficient, self-confidence average scores and documented data for each expert.

Table 3.4

Consolidated Table of Experts' Competence Level (Created by the Author)

Expert's running number	Competence coefficient (<i>k</i>)	Self-confidence		Professional position	Qualifications	Years of practice
		Q6	Q7			
4	0,080	0,83	5,29	Researcher	Doctoral degree; Associated Certified Coach	5–9
15	0,079	1,00	10,00	Executive coach; Researcher	Doctoral degree; Professional Certified Coach	10–14
1	0,079	1,00	8,43	Executive coach; Researcher	Doctoral degree	10–14
2	0,073	0,50	7,43	Executive coach; Researcher	Doctoral degree; Professional Certified Coach	15 and more
9	0,071	0,83	9,43	Executive coach; Consultant	Master's degree; Professional Certified Coach	5–9
8	0,068	0,67	6,86	Executive coach; Researcher	Specialist	10–14
6	0,067	1,00	8,00	Executive coach; Researcher	Doctoral degree; Professional Certified Coach	5–9
7	0,066	0,50	7,86	Consultant	Associated Certified Coach	3–4
3	0,065	0,67	6,57	Manager	Doctoral degree	10–14
13	0,064	0,83	8,57	Other	Master's degree; Associated Certified Coach	5–9
10	0,062	0,83	8,43	Executive coach	Master's degree; Professional Certified Coach	5–9
5	0,061	0,83	7,43	Executive coach	Master's degree; Associated Certified Coach	3–4
14	0,060	1,00	9,00	Executive coach; Consultant	Master's degree; Other	5–9
12	0,059	0,67	8,57	Executive coach	Master's degree; Associated Certified Coach	3–4
11	0,045	0,50	3,71	Researcher; HR specialist	Master's degree	

The analysis of competence of experts revealed the following: fourteen experts had average and above the average values. Expert 11 had competence coefficient below the

average and low score of self-confidence evaluation of the awareness for particular coaching types. Consequently, Expert 11 was excluded from a list of experts and the expert’s answers were rejected. The questionnaire answers on the appropriateness of forms and types of coaching to organizational life cycles were re-calculated taking into account the competence coefficient for each expert, without taking into account the answers of Expert 11. Documented data analysis showed that two thirds of the experts were certified executive coaches having over five years of experience and 40 per cent of experts had the doctoral degree. Consolidated results of the expert opinion survey, which were estimated by considering the competence coefficient for each expert, except Expert 11, are presented in Table 3.5. and displayed in the diagram (Fig. 3.2).

Table 3.5

Consolidated Results of Expert Opinion Survey (Created by the Author)

	Individual	Team	Executive	Entrepreneurial	Managerial	For innovation	Career
Birth	1,88	2,27	2,47	3,00	1,96	2,48	0,70
Growth	2,35	2,80	2,93	2,06	2,53	2,05	1,23
Maturity	2,58	2,60	2,94	1,68	2,85	2,33	1,87
Revival	2,73	2,60	2,73	1,88	2,72	2,32	1,89
Decline	2,33	2,27	2,60	2,49	2,25	2,67	1,41

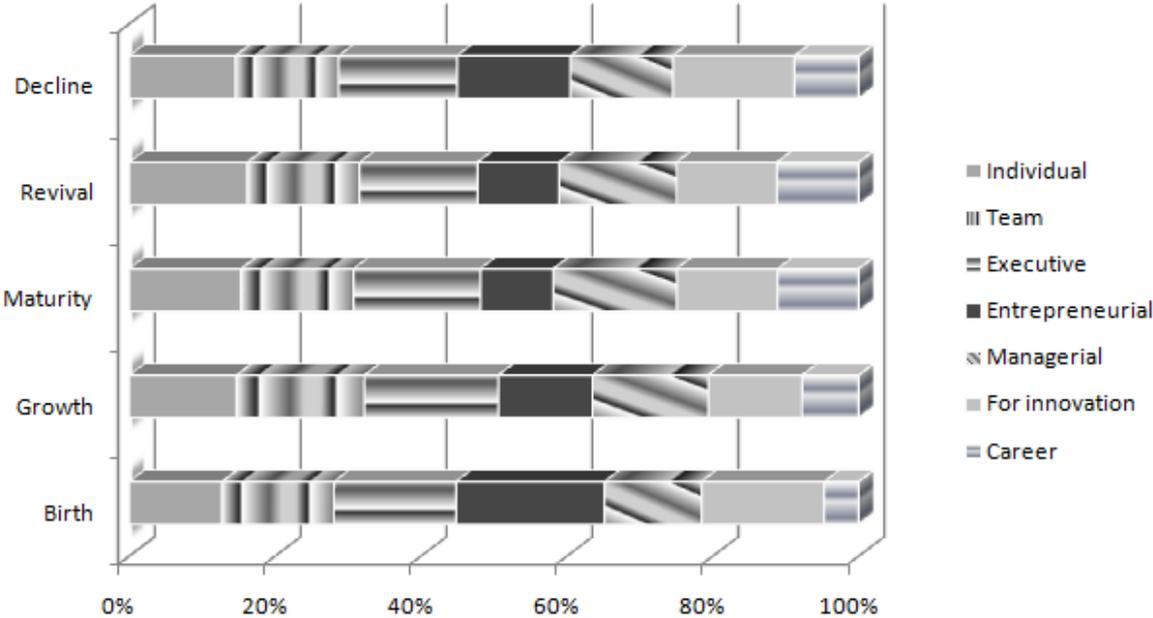


Fig. 3.2. Appropriateness of the use of forms and types of coaching to the life cycle stages of an organization (based on experts’ opinion).

The findings of the expert opinion survey have led to creation of a model which displays relationships between the appropriate forms and types of coaching and life cycle stages of an organization (Fig. 3.3).

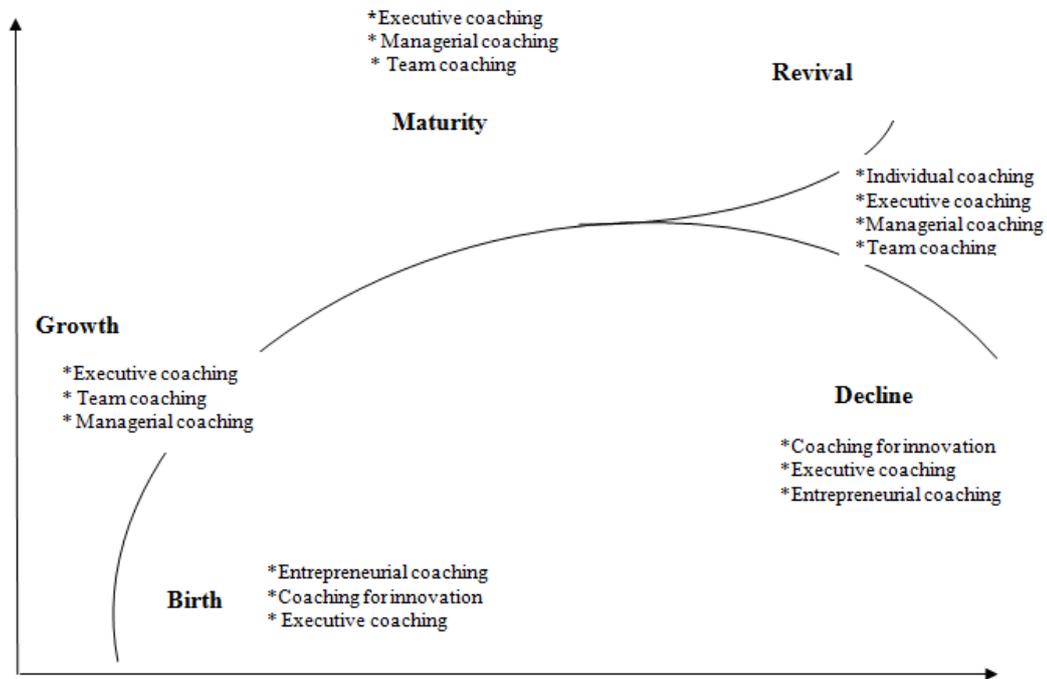


Fig. 3.3. A model for adjusting the capacity of different types and forms of coaching to the company's wants in development in the current stage of its life cycle (created by the author).

This model can be interpreted as follows. At each stage of its life cycle, a company needs to possess a set of drivers which ensure a company's growth and development. These driving forces can be accelerated under a certain influence of different forms and types of coaching.

Analyzing this model, it is possible to conclude that the forms and types of coaching which are more appropriate to a certain stage vary across the life cycle. Entrepreneurial coaching, executive coaching and coaching for innovation are more relevant to the Birth and Decline stages, while executive coaching, managerial coaching and team coaching are more appropriate to the Growth, Maturity and Revival stages.

Executive coaching holds a special place among other forms and types of coaching. The experts identified executive coaching as having a higher priority throughout the entire organizational life cycle. The evidence of this fact can be found in the literature. The scholars (Greiner, 1998; Hanks, 1990; Kazanjian & Drazin, 1990; Miller & Friesen, 1984) highlight the role of the leaders at each stage of organizational life cycle. Greiner (1998) emphasizes that even at the Birth stage when a key concern of the founders is mostly on entrepreneurial activities to design and market a new product, leadership activities should not be neglected. Grant's study (2014) proves that executive coaching can facilitate the development of leaders to improve their leadership capability. Leadership skills are essential when the volume of

sales increases and organization grows. Executive coaching is often referred to as an instrument “to enhance skills and improve performance in a wide range of organizational arenas. It can have tangible and intangible effects on organizational effectiveness to varying degrees” (de Meuse *et al.*, 2009, 124). Executive coaching seeks to strengthen the capacity of founders and executives who have managerial authority and responsibility within the organization.

By positioning the executive coaching at the top of the most relevant types of coaching at the stages of growth, experts demonstrated complete agreement with the literature regarding the high level of appropriateness of the use of executive coaching at the Growth, Maturity and Revival stages.

Considering the experts’ evaluation of the appropriateness of the use of the forms and types of coaching at the Growth, Maturity and Revival stages, it can be noted that experts identify the same set of coaching varieties for these three stages. The literature can explain this fact as follows. Traditionally, the Growth and Revival stages are considered as the stages of growth. During the Maturity stage the growth slows down and there comes the period of stability or even stagnation (Miller & Friesen, 1984). However, an organization is continuing the growth also during the Maturity stage (Scott & Bruce, 1987). Experts’ choice demonstrates the agreement between experts’ opinion and the literature regarding the feasibility of the executive coaching, managerial coaching and team coaching to maintain and reinforce the sustainable growth.

In spite of the fact that a set of variants of coaching for the Growth, Maturity and Revival stages is similar, the order of the forms and types of coaching differs. Experts placed the team coaching on the second rating position for the Growth stage. Team approach to management during the Growth stage is of special significance, since teamwork enables the leaders and management to avoid excessively bold decisions which reasonably were encouraged during the Birth stage (Miller & Friesen, 1984).

The Birth and Decline stages also deserve attention. The experts identify that entrepreneurial coaching, executive coaching and coaching for innovation are most relevant to the use at the Birth and the Decline stages. The experts position the entrepreneurial coaching at the first place at the Birth stage. This result is in line with the scholars’ view. Audet and Couteret (2012) argue that the development of entrepreneurial skills, including creative thinking, risk taking, flexibility, and recognizing opportunities might be reinforced by the entrepreneurial coaching. Audet and Couteret (2012) consider that entrepreneurial coaching contributes to the development of managerial skills of entrepreneurs as well as “encourages entrepreneurs to put their own strategic vision into action” (Audet & Couteret, 2012, 528).

By the survey results, entrepreneurial coaching is also relevant for the use during the Decline stage.

In spite of the failure in the performance at the Decline stage, an organization still has chances to recover. Coaching for innovation is considered as the most appropriate type during this stage. Innovations play a crucial role in an organization’s realignment (Hanks, 1990). Coaching for innovation supports an organization to develop its innovation potential and promotes innovative culture.

Therefore, the model was elaborated from the analysis of the experts' judgments about the appropriateness of the capacity of different forms and types of coaching to accelerate the drivers which a company needs to stimulate at different stages of its life cycle.

This model constitutes a background for the methodology for assessing the impact of coaching in a company

This model has a practical value as well, it equips coaching practitioners and companies with an instrument to identify the most suitable type and form of coaching relevant to the current stage of the company's life cycle. That is why it was quite important to test the model and make sure that companies are able to recognize their current stage of a company's life cycle based on the descriptions of the life cycle stages.

At the same time, there was a need to investigate whether coaching is used in alignment with the current needs of the company.

Therefore, the interview of managers who are responsible for the delivery of coaching interactions in a company was conducted.

Testing the model for adjusting the capacity of different types and forms of coaching to the company's wants in development in the current stage of its life cycle

The interview is developed specifically for the managers who organize, monitor and are engaged in different types of coaching interactions in the companies. The interview consists of two parts: 1) the descriptions of the stages of a company's life cycle; 2) the questions about the use of coaching in a company (Annex 10).

The aim of the interview was to explore to what extent the implementation of coaching is aligned with the company's needs in development in the current stage of its life cycle.

The managers firstly choose the description of the life cycle stage that best fits to the period when coaching was / is used in the company, then the respondents answered 12 questions. The respondents were asked to provide information about

- who provide coaching in a company, i.e. outside certified coaches, in-house certified coaches or other specialists.
- who are the coaching consumers, i.e. top managers, middle-level managers, high-performance employees, etc.

The special emphasis is on the indicators that are used to measure the results of coaching interactions. Several indicators to measure financial and non-financial performance are listed under four perspectives: financial, customer, internal business process, and learning and growth. The indicators for the interview are extracted from the literature on coaching. The indicators include:

- return on investments (ROI);
- return on assets (ROA);
- return on expectation (ROE): subjective evaluation against individual coaching assignment objectives;
- measurement of the customer orientation of salespeople: measurement at the level of individual salesperson;
- measurement of employee satisfaction;

- measurement of employee productivity.

The interview was conducted via Skype in May–June, 2017. A list of potential participants was compiled through the direct contacts in the coaching community. Since coaching is still a relatively new professional field in Latvia; it was not expected to find a large number of organizations that use coaching in their practice. Managers of six organizations were invited to participate in the interview; finally four of them accepted the invitation and participated in the interview.

The managers represented the companies engaged in the food and drink industry (Company 1); the information and communication technologies industry (Company 2); the financial services industry (Company 3); the telecommunications industry (Company 4) (Annex 11).

At the beginning of the interview, the managers were asked to determine the current stage of a company’s life cycle or a stage when coaching was used in the company. For this purpose, the unlabeled descriptions of the stages of an organization’s life cycle were presented to the managers for their consideration (Annex 12).

The analysis of the interviews showed that the managers could match the current situation in the company to the specific characteristics of a particular stage contained in the descriptions. Figure 3.4 shows how the companies are allocated on a five-stage model of an organization’s life cycle.

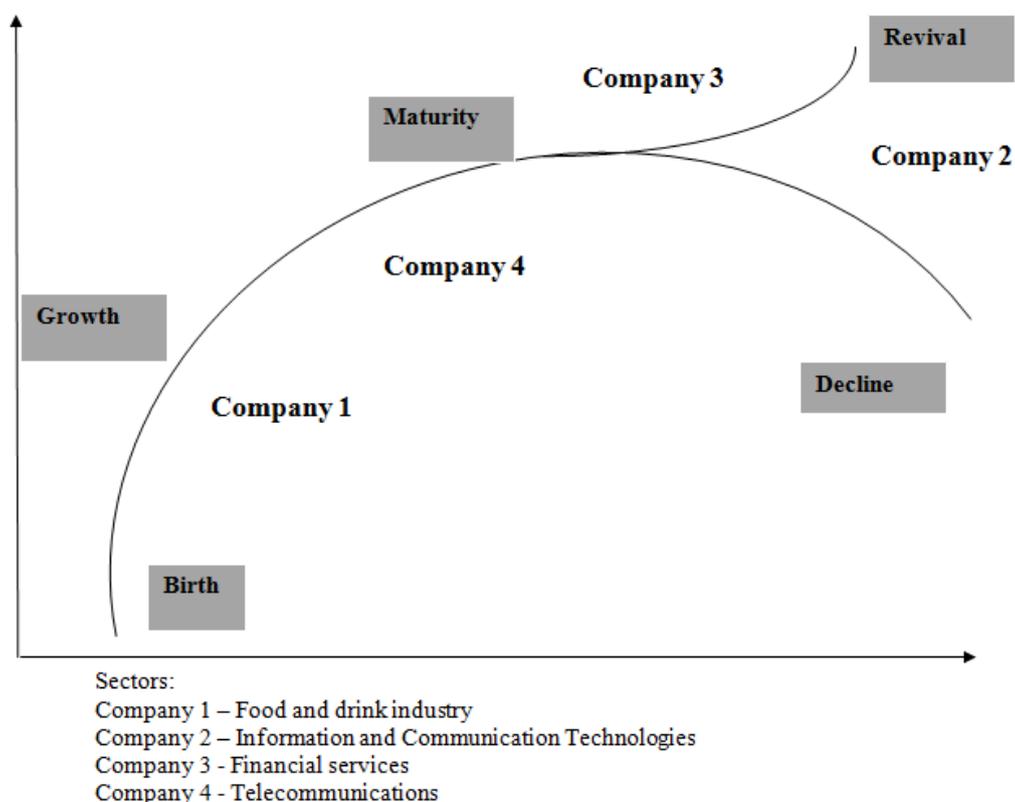


Fig. 3.4. Allocation of the companies on a five-stage model of an organization’s life cycle (created by the author).

The managers of Company 1 and Company 4 identified that their companies are at the Growth stage. The manager of Company 4 could recognize not only the features of the Growth stage, but also some characteristics relevant to the Maturity stage. The managers of Company 2 and Company 3 determined the life cycle stage as the Revival.

The second part of the interview consisted of the questions related to the implementation of the coaching interactions in the companies. The managers of all four companies answered that that time, the coaching programs in their companies were in action, however the goals of these programs were different. For example, in Company 1, coaching is a part of organizational culture; the managers of the company receive special training on the development of coaching skills.

In Company 2, coaching is used as a voluntary practice available to all employees. The organization gives opportunity to all employees to participate. Employees can apply in groups and individually. Two certified coaches: external and internal provide coaching. The organization does not measure the impact of coaching on employees' performance.

In Company 3, the main emphasis of the coaching interactions is to support leaders and train managers to be a leader as a coach.

In Company 4, coaching is used as a part of management. Top and middle managers get training of the basic skills in coaching to use these skills in their everyday work. The organization measures the results immediately after training to measure the reaction on the program and in some period after training. The organization has developed the own system of evaluation where coaching is one of the criteria.

Responding to the question about measuring the impact of coaching on a company's performance, only the managers of Company 1 and Company 3 noted that their companies evaluate the impact of the coaching interactions. Company 1 has developed their own evaluation system "Excellent behaviour" where evaluation of the impact of the coaching interactions is a part of this system. In Company 3, assessment of the impact of coaching interactions is integrated into the employee engagement survey.

The managers of Company 2 and Company 4 said that their companies do not measure the impact of the coaching interactions on the company's performance. The managers also highlighted that while the companies realize the importance of the assessment of the impact of coaching, they do not have the methodology of how to assess this impact.

Therefore, the interview of managers, who are responsible for the coaching interactions in their companies, has led to the following conclusions:

1. Despite the fact that coaching is used at the different life cycle stages in the companies interviewed, coaching interactions are not fully aligned with the company's current needs and wants in development.

2. Coaching is mostly used for managers to develop their leadership skills and improve their communication with the employees.

3. Although the assessment of the impact of coaching interactions on a company's performance is considered important, not all companies do not fully realize how to carry out this assessment.

Conclusion

The appropriateness of the capacity of different types and forms of coaching to the company's needs in development in the current stage of its life cycle was explored in the Phase 3 of the research.

Analysis of the literature allowed to come to the following conclusions.

- A company has unique wants and needs in development at each stage of its life cycle.
- Company's wants and needs relevant to a specific stage of its life cycle are to be fostered by a set of drivers which provide a required reconfiguration and transformation of a company.
- There is a relationship between the features of the driving forces which can provide the development of a company and the capacity of the forms and types of coaching which can accelerate the driving forces.

The results of the survey of experts in coaching confirmed the findings of the literature review and led to elaboration of the model for adjustment of the capacity of different types and forms of coaching to the company's needs in development in the current stage of its life cycle.

The model creates the basis for the methodology for the assessment of the impact of coaching interactions on a company's performance, because this model makes it possible to establish the environment which can contribute to the success of the coaching interaction.

The developed model has also a practical business value. It allows organizations to choose the optimal way of coaching delivery at any stage of organizational development.

The last chapter is dedicated to the development of the methodology for assessing the impact of coaching interactions on a company's performance which estimates not only the final results of the coaching interaction, but takes into consideration the preconditions which are likely to ensure the favourable impact on a company's performance, such as

- alignment of the capacity of the forms and types of coaching to the company's wants in development;
- identification of the beneficial conditions to promotes coaching.

4. ELABORATION OF THE METHODOLOGY FOR ASSESSING THE IMPACT OF COACHING INTERACTIONS ON A COMPANY'S PERFORMANCE

4.1. Principles of Creating the Framework for the Methodology to Assess the Impact of Coaching Interactions on a Company's Performance

The chapter describes the critical part of the research, notably the development and testing the methodology for assessing the impact of coaching interactions on the performance of a company.

Despite the rapid development of coaching as one of the main facilitating activities in organizations, the issue about the evaluation of the impact of coaching still remains insufficiently studied (Bachkirova *et.al.*, 2015; Leedham, 2005; de Meuse *et al.*, 2009). One of the reasons of this state of affairs is the complexity of evaluation caused by the nature of coaching. Coaching as a human resource development activity differs considerably from other development approaches (Ely *et al.*, 2010). While the researchers agree regarding the importance of assessing the impact of coaching, they lack consensus on the methods to be applied for assessment. The impact of coaching has been estimated in different ways, such as measuring the degree of satisfaction of coaching clients with coaching interactions, determining the achievement of goals, evaluating behavior change due to coaching interaction, assessing the impact of coaching at organizational level. This variety of methods is partly due to the fact that the scholars and practitioners have different views on how coaching should be assessed (de Meuse *et al.*, 2009). At the same time, the scholars and practitioners acknowledge that a structured and systematic approach to the assessment of the impact of coaching can considerably increase the reliability of estimates.

In view of the scholars, the assessment of the impact of coaching should be focused on: 1) the process to assess the impact of the ongoing coaching interaction toward meeting the goals established; 2) the outcomes to measure the final results of a completed coaching interaction (Albizu *et al.*, 2019; Ladegard & Gjerde, 2014; de Meuse *et al.*, 2009).

The analysis of the scientific literature identified the critical areas in the field of evaluation of coaching. The following principles crucial for assessing the impact of coaching were identified by the scholars (de Meuse *et al.*, 2009).

1. The integration of the evaluation of ongoing coaching activities towards achieving the established goals with the assessment of the outcomes of a completed interaction.
2. The establishment of clear criteria (ROI vs. coaching objectives) against which to assess the impact of coaching interactions on a company's performance.
3. Ensuring that the assessment of the impact is carried out with sufficient accuracy. It is recognized that the use of a pre-post design to assess the impact and the establishment of a control group can increase the rigor of the estimation of the impact of coaching.
4. The use of the type of coaching (remedial or developmental) depending on the needs of coaching clients and organizations.

There are different ways to deliver coaching interactions in a company: face-to-face, in groups or organizing a coaching program. The complex approach to coaching delivery in the form of the coaching program is considered as the most effective form of the coaching interaction. That is why the research focuses on the coaching program as a form of the coaching interaction to elaborate the methodology for assessing the impact of the coaching on a company's performance. However, the scholars (Bozer et al., 2013; Vidal-Salazar et al., 2012) warn that the program can be deemed successful only when coaching outcomes are transformed into organizational change and sustainability.

The methodology for assessing the impact of coaching interactions on the performance of a company was developed in the light of the findings in field of coaching (Bozer & Jones, 2018; Bond & Seneque, 2013; Cox *et al.*, 2014; Grant, 2013; Grant, 2014; Jones *et.al.*, 2016; Lawrence & Whyte, 2014; Tooth *et al.*, 2013). A group of scholars (Lawrence & Whyte, 2014) have developed a model for evaluating investment in coaching which highlights the importance of aligning the purpose for coaching with strategic goals of a company to ensure the valuable outcomes from the coaching interaction. Other scholars investigated the potential outcomes from coaching in organizations and areas where coaching has positive effect. They proposed the comprehensive approach to evaluating the coaching process and the framework of outcome criteria from coaching which is recommended to be applied for evaluation of the impact of coaching (Jones *et al.*, 2016). The researchers also provided a new insight in the factors that determine the effectiveness of coaching in the workplace context (Bozer & Jones, 2018). The scholars assume that the impact of coaching is not to be assessed only at the end of the coaching interaction; they suggest that the evaluation of the impact of coaching is a continual process which covers the whole interaction (Leedham, 2005).

The methodology for assessing the impact of coaching interactions on a company's performance is designed in the context of a model for adjusting the capacity of different forms and types of coaching to the company's needs and wants in development at the current stage of its life cycle (See sub-chapter 3.3).

In the light of the findings of the literature review, the methodology for assessing the impact of coaching interactions on a company's performance is underpinned by the following principles:

- principle of compatibility;
- principle of integrity;
- principle of consistency.

Alignment of the appropriate capacity of the different types and forms of coaching with the current company's needs and wants in development provides the principle of **compatibility**. Identified stage of organizational life cycle determines a combination of the forms and types of coaching that are recommended to apply in the program. Based on the chosen type of coaching, an appropriate model of the coaching program and the system for the assessment of its impact are developed.

The principle of **integrity** is provided by a two-level evaluation approach: assessment of the impact of coaching interaction at individual level and assessment of the impact of coaching at organizational level.

The principle of **consistency** is provided by the system of expected outcomes. The results obtained at individual and team levels lead to the results at organizational level.

The following findings from the review of the scientific literature concerning to the organization of a coaching program were taken into consideration for the elaboration of the methodology of assessing the impact of coaching interactions on the performance of a company.

- The scholars argue that all coaching contract parties, i.e. coach, coaching client and organizational sponsor, should clearly understand the objectives of the coaching program, the system to measure the outcomes of coaching and the form of obtaining feedback.
- It is important to set a number of coaching sessions and have a clear vision of each coaching engagement. The scholars recommend to vary the lengths of the sessions from 30 to 120 minutes with the number of sessions from six to eight within a time period of four to six months.

The coaching program traditionally aims to build and develop leadership and innovation capacity by equipping the participants with additional soft skills and providing flexibility to deal with issues that cannot be anticipated. To achieve this aim, first, the initial broad coaching objectives and expectations are established on the basis of organization’s needs in order to get a clear view of leadership and innovation requirements and overall objectives for the program from the perspective of the top management of the organization. These objectives are approved by the top management prior to the implementation of the program. Then, the specific measurable goals and a method for determining if these goals have been achieved are established by the coached group in collaboration with a coach during the first session.

The methodology for assessing the impact of coaching interaction on a company’s performance is elaborated to cover all stages of the coaching interaction:

- i. preliminary stage;
- ii. active implementation stage;
- iii. post-implementation period.

The general approach to the assessment of the impact of the coaching interaction taking into account the stages of delivery of the coaching interaction is presented in Table 4.1.

Table 4.1

The Approach to Assessing the Impact of Coaching Interactions (Created by the Author)

Stages	Methods
1	2
Preliminary stage of a coaching interaction	Identifying: <ul style="list-style-type: none"> ✓ the form or the type of coaching; ✓ objectives of the coaching interaction; ✓ expectations and success criteria

Table 4.1 continued

1	2
Active implementation stage of a coaching interaction	1. Evaluation against coaching objectives: after session feedback; 2. Collecting reaction-level data (participants' satisfaction). 3. End-of-program questionnaire and interviews; 4. Feedback from senior management; 5. Coached group vs. control group comparison; 6. Comparison of before-coaching with after-coaching results
Post-implementation period	Feedback from the program participants: What coached groups are doing differently?

The preliminary stage of the coaching interaction plays a crucial role in the assessment of the impact. The aim of the methodology at the preliminary stage of the coaching interaction is:

1. to identify the current needs and wants in development of a company as well as the driving forces that can facilitate a company to meet these needs;
2. to adjust the capacity of the appropriate form or type of coaching to the driving forces which this form or type of coaching can accelerate to meet a company's current needs and wants in development;
3. to identify the methods relevant to the target group of the coaching interaction;
4. to establish a control groups which enables to make the results of the impact more visible and precise.

The objectives of the coaching interaction are defined to establish what top management expects to gain from the coaching interaction, what participants expect to gain from the coaching, and how it will be known at the end if these expectations are realized. The progress against the objectives established is reviewed across the whole program. On-going evaluation includes the feedback received after the sessions, measuring the participants' progress and satisfaction. On-going evaluation methods identify changes in attitude to the established objectives as well as the changes in the soft-skill areas such as communication.

End-of-program survey and interviews are organized for qualitative feedback to reveal what participants achieved during the program, what they found beneficial. Feedback from senior management enables to identify the impact of the coaching interaction on a company's performance. Comparing the results of the coached group with a control group of non-coached employees is considered as an effective approach which is highly recommended in the literature. Comparing before-coaching with after-coaching results of the participants is seen as more reliable than considering post-coaching data alone.

Assessment of the impact of the coaching interaction in the post-implementation period is considered as the crucial element in the methodology for assessing the impact. Feedback received after the completion of the coaching interaction aims to identify what the participants of the coaching interaction do differently, how changes in the participants' performance impact the performance of a company, what amendments should be done to improve the quality of the delivery of the coaching interaction.

The expected outcomes are considered as the final destination of the coaching interaction, against which the comparison of the current progress of the coaching interaction is performed

and the decision about the success of the coaching interaction is made. The expected outcomes are considered at three levels (Table. 4.2).

Table 4.2

The System of Expected Outcomes of the Coaching Interaction (Created by the Author)

Level	Expected outcomes
Individual level	Change in soft skills, attitude, motivation and self-awareness
Team level	Change in team leadership; Improved team performance
Organizational level	Improved organization climate; Increased level of goal achievement; Flexible respond to changes in the business environment; Improved performance and productivity; Improved engagement.

It is expected that coaching contributes to the individual's personal growth and development. The participants get new opportunities for development of their self-awareness that is extremely important in the period of positive change. As a result of coaching sessions, the participants have become more open and more tolerant, this helps organize the relationship within organization based on the trust and respect. The change in relationships very positively reflects on teamwork and motivation to support change. In respect to outcomes at organizational level, coaching is expected to provide greater goal clarity, contribute to improvement of organization climate, engagement, performance and productivity.

Based on the above mentioned, the framework of the methodology to assess the impact of coaching interactions on a company's performance was elaborated (Table 4.3).

Table 4.3

The framework of the methodology for assessing the impact of coaching interactions on a company's performance (Created by the Author)

Stage of the intervention	Method	Aim	Expected outcomes
1	2	3	4
Preliminary stage	Executives' judgments based on the specially developed descriptions about the key parameters of the company's performance	1. To identify the current needs and wants in development of a company 2. Based on the model, to adjust the capacity of the different types of coaching to the company's wants in development in the current stage of its life cycle	Recommendation to apply the relevant form or type of coaching, which is capable to accelerate the appropriate driving forces to meet the company's needs in development in the current stage of its life cycle

Table 4.3 continued

	1	2	3	4
Active stage	Before the first session	Pre-program questionnaire	To identify the availability of direct and indirect external and internal conditions, which can promote coaching interaction	Based on the data analysis, the available favorable conditions, which can support the coaching interaction, are determined
	After sessions	After-session feedback questionnaire	To assess the participants' reaction to the interaction as a whole and to the sessions over time	Monitoring of the level of satisfaction; understanding of the goals; vision to change
	In the middle of the coaching interaction	Mid-program group interview	To evaluate the climate in the groups	Groups' perception about the structure, quality, and the process quality of interaction
	After the last session	End of program feedback questionnaire	To evaluate the impact of coaching interaction at individual and organizational levels	Strength and limitation of the coaching interaction
Post-implementation period		Comparison between the coached group and the control group	To compare the performance of the coached and control groups.	The extent to which the objectives of the interaction have been achieved
		Individual interviews after the program (3–4 months after the coaching)	To evaluate the sustainability of the results achieved during the coaching	The long term impact of the coaching

Therefore, the framework for the methodology for assessing the impact of the coaching interactions on a company's performance provides the insight into the nature of the assessment of the impact of coaching, owing to the following.

1. The estimation at the preliminary stage of the coaching interaction enhances the quality of the coaching interaction and leads to the achievement of the established goals.
2. The system of evaluation of the on-going process, intermediate results and outcomes secures a stable delivery of the coaching interaction.
3. The evaluation at the individual, team and organizational levels enables to assess individual, team and company's performance against objectives.

The next sub-chapter presents the methods and materials which are the integral part of the methodology for the assessment of the impact of coaching interactions on a company's performance.

4.2. Elaboration of Methods and Materials for Assessing the Impact of Coaching Interactions on a Company's Performance

The elaborated methodology is a set of questionnaires, interviews, and other materials, which were developed within the framework of the methodology for assessing the impact of coaching interactions on a company's performance; the methodology covers the preliminary and active stages of the coaching interaction as well as the post-implementation period.

Methods for assessing the impact in the preliminary stage of coaching interaction

The process of assessing the impact of coaching begins with identifying a company's needs and wants in the current stage of its life cycle. The method that is used for this purpose is the executives' judgments about key parameters of a company's current performance and the needs for the continued development. The judgments are based on the specially developed unlabeled descriptions corresponding to one of the five stages of a company's life cycle (Annex 12). The descriptions of the stages are developed during the elaboration of the model for adjusting the capacity of different types and forms of coaching to a company's wants in development in the current stage of its life cycle (see Chapter 3). The executives are asked to analyze the descriptions and choose the one most closely describing the organization at the current period. The defined stage of organizational life cycle is refined by providing the clarifying description of the selected stage. The clarifying description for the second stage of a company's life cycle "The Growth" is presented in Table 4.4.

Table 4.4

The Clarifying Description for the Second Stage of a Company's Life Cycle "The Growth"
(Created by the Author)

Situation	The organization is bigger than their competitors. The organization's product is fully developed and is receiving a positive acceptance in the marketplace. Demand for the products or services continue to grow, the organization continues to meet that demand. Customers influence the organization's decisions most. The product line may be broadened somewhat, but is still quite limited.
Strategy	Emphasis on growth
Structure	Departmentalized functional structure. Functional departments are organized for the key areas of business. The structure is more complex, less centralized. Greater effort is devoted to facilitating communication among departments to ensure more effective communication and coordination. Team approach to management prevails.
Decision-making	More levels of managers involve in decision making, as a result, some authority is delegated. However, power is still quite centralized. Decision making becomes more analytical, and better integrated.
Key skills	To be successful, the leaders need to learn to delegate authority effectively.

This is the second step of identifying the company's needs and wants in development in the current stage of its life cycle. The executives are asked to read more complete description of the stage which they had identified as relevant stage to the current situation in their

company, and leave their comments whether this description is appropriate to the situation in their company.

When a company's current needs and wants in development are established, then the type of coaching with appropriate capacity to contribute to the current company's demand in development is proposed. The choice of the appropriate form or type of coaching is based on the model for adjusting the capacity of different types and forms of coaching to the company's wants and needs in development in the current stage of its life cycle.

Methods for assessing the impact in the active implementation stage of the coaching interaction

Before the first coaching session, the direct and indirect external and internal conditions are determined. The availability of such conditions is likely to promote coaching in the course of interaction and impact the results. The pre-program survey of the participants of the coaching interaction is designed to detect these favorable conditions.

Pre-program questionnaire. This is a structured questionnaire which is completed by the program participants at the beginning of the active stage of the coaching interaction.

The questionnaire consists of four parts (Annex13). Using the scale from 1 to 10, with "1" being the lowest score of the evaluation and "10" being the highest score of evaluation, the participants evaluate the conditions which are significant for the successful promotion of the coaching program. The first group of the questions aims to identify the respondents' level of motivation, readiness and willingness to participate in the program. The rest three groups of questions focus on the participants' perception of the following aspects.

- Organizational environment:
 - organizational culture,
 - support of top managers to employees' learning and development,
 - the opportunity to apply acquired skills and abilities at the workplace,
 - feedback orientation.
- Atmosphere in a team:
 - communication within the team,
 - decision-making style,
 - support among the team members,
 - innovativeness.
- Perception of participants of their own:
 - attitude to change,
 - perception to outside help,
 - attitude to learning,
 - perception to feedback.

The results of the pre-program questionnaire detect the positive preconditions for the promotion of the coaching interaction; however they also may indicate the potential constraints in the delivery.

After sessions feedback questionnaires. After sessions the participants complete "After - session Feedback Questionnaire" (Annex 14). The aims of the feedback questionnaire are: 1)

to assess the participants' reaction to the program as a whole and to the session as well; 2) to determine what effect the session has made; 3) to identify the way for improvement. The specific emphasis is on the evaluation of the level of overall goals understanding.

The main concern of the feedback questionnaires was to see the track of the following three variables: participants' satisfaction, perception of the usefulness of the program and the level of understanding of the program goals. The feedback questionnaires that are offered to the coaching program participants after the sessions 1, 2 and 3 have similar structure since one of the aims of these questionnaires was to measure the degree of comfort of the participants during the sessions. The principle difference between feedback questionnaire for session 1 and feedback questionnaire for sessions 2 and 3 is in the question about the things the program participant is going to do differently (feedback questionnaire after session 1) and the things that he/she has been done differently (feedback questionnaire after sessions 2 and 3).

The feedback questionnaires after the sessions 5 and 6 identify the level of satisfaction with different components of the program, such as:

- practical usefulness,
- focus on participants' needs,
- content of the sessions,
- relationship with the coach
- atmosphere during the sessions.

In the feedback questionnaire for session 5, the coaching program participants are asked to rate their anticipated success in the achievement of the established goals. A scale: from 1 to 5, with 1 being "no success at all" and 5 being "total success" is used for this question. The participants are also asked to rate the difficulty to reach the goals using a scale: from 1 to 4, with 1 being "very easy" and 4 being "very difficult".

The feedback questionnaire after the session 6 rates the level of motivation to take part in the coaching program. The questionnaire also rates the level of the progress of the participants in the following:

- daily planning;
- communication with the client;
- time management;
- cooperation with colleagues.

At the end of the questionnaire the participants are asked to evaluate to what extent they consider several statements about the impact of the coaching program on their performance as true statements.

Mid-program group interview. After session 4, the participants take part in the mid-program group interview, instead of the feedback questionnaire. The aim of the interview is to evaluate the following:

1. relevance of the design of the coaching interaction;
2. usefulness of the coaching activities;
3. possibility of achieving the expected goals and outcomes.

The following questions are included in the interview:

1. What keywords would you use to describe this coaching program?
2. What can you point as the achievement so far since you have been on the program?
3. Can you give an example of how you are doing things differently?
4. Please comment on how coaching program has been useful in *any* of the following areas:
 - time management;
 - communication with clients;
 - work performance/productivity;
 - goal achievement;
 - stress management;
 - life satisfaction.
5. What could be changed in the program to make it more valuable to you?
6. Are there any other issues you would like to raise before we finish?

The methods for assessing the outcome of coaching interaction estimate:

- short-term impact:
 - end-of-program feedback survey;
 - the comparison between the coached group and the control group
- long-term impact:
 - after-the-program individual interviews.

The end-of-program feedback survey

The end-of-program feedback survey has the following aims:

- 1) to evaluate usefulness of the program in achieving the established goals;
- 2) to indicate the impact at individual, team, and organizational levels;
- 3) to determine shortcomings of the program;
- 4) to consider the ways to follow up the coaching engagements.

The end-of-program feedback questionnaire consists of two parts (Annex 15). In the first part, the respondents evaluate the degree of change that they have experienced in the course of the coaching interaction using the scale: 0 to 10, with 0 being —no change at all, 1 being —extremely small change and 10 being extremely big change. The following parameters, where the participants could perceive change, are presented for their consideration:

- personal development;
- understanding personal strength and weaknesses;
- personal behavior;
- dealing with difficult customers and/or situations;
- time management;
- personal productivity;
- cooperation with colleagues.

Using the open questions the participants are asked to describe what impact the coaching program has had on the participants, team and company as a whole.

The second part of the questionnaire is focused on the possible improvements of the future coaching programs.

Methods for assessing the impact in the post-implementation stage of coaching interaction

Individual interviews of the participants of the program are conducted in 3 – 4 months after the program. The aim of the interview is to evaluate the longer term impact of the coaching program. The following questions constitute the content of the individual interview.

1. Have you achieved the goals which were established at the beginning of the coaching program? If yes, to what extent do you think the Program facilitates achieving the goals? If not, what do you think about the reasons?
2. Please tell us about the sessions activity (–es) which you found more useful for you?
3. As a result of your participation in the Program, what are the most significant things you understood and/ or learned about?
4. Since completing the Program how your abilities to communicate information, provide support and reach agreement have been changed?
5. Are you doing any things differently this year? If yes, can you give an example of how you are doing things differently?
6. What could be changed in the Program to make it more valuable?
7. Are there any other issues you would like to raise before we finish?

The methodology elaborated for assessing the impact of coaching interactions on a company's performance was tested in Hilti Complete Systems UAB, Lithuania. The next Sub-chapter reports on the results of the testing of the methodology.

4.3. Testing of the Methodology for Assessing the Impact of Coaching Interactions on a Company's Performance

The methodology for assessing the impact of coaching interactions on a company's performance was tested during the coaching program which took place in the company Hilti Complete Systems UAB Lithuania from June to December, 2018. This company is a subsidiary of Hilti Corporation which is engaged in the wholesale trade in the construction industry. The company runs a direct sales model that allows working directly with the customers worldwide. To achieve its sustainable development, the company is strongly guided by four values: integrity, courage, teamwork and commitment.

The goals for the coaching program were established in two areas:

- the strategic development of the organization;
- the capacity development of the employees.

The goals were related to the core business and include the following measurable indicators:

- direct sales (DSE): increase the number of visits to clients per day;
- VIP customers: new sales growth;

- new sales for the sales teams—achieving the plan and increasing the team engagement.

All sales staff participated in the coaching program. In total, there were 19 program participants. The participants of the program were divided into three groups: group of team leaders (ASM), salesmen group on-site (TSL) and salesmen Skype group (TSS). The team leaders ($n = 4$) constituted a separate group because of their managerial responsibilities and some difference in the goals set. The sale staff was divided into two groups due to the location of the salesmen. One group of salesmen ($n = 7$) was located in the Vilnius, while the other salesmen who formed the second group ($n = 8$) were located in different towns of Lithuania. To avoid additional expenses, it was decided to organize on-site group ($n = 7$) with face-to face coaching sessions and Skype group ($n = 8$) with distance coaching sessions. For the methodology tested, it gave an additional opportunity to compare face-to-face coaching and Skype coaching and to hold additional assessment.

The coaching program ran for seven months from June to December 2018, and consisted of seven group coaching sessions of 60 minutes each. The program was delivered by external associate certified coach (ACC), Associate Professor Dr. Aistė Dromantaitė.

The methodology was applied to all stages of the coaching program. The results of testing are presented in the Table 4.5.

Table 4.5

Testing of Methodology for Assessing the Impact of Coaching Interactions on a Company's Performance (Created by the Author)

Stage / period	Method applied	Outcomes	
1	2	3	
Preliminary Stage: May 2018	Executives' judgments.	<i>Revival stage:</i> – rapid positive growth; – changes in decision making; – need in integration and collaboration.	<i>Team coaching:</i> – improves innovation capabilities; – enhances collective performance; – increases team collaboration.
Active implementation stage: June–December 2018	Pre-program survey ($n = 19$; response rate 95 %). After-session feedback surveys (5 surveys; $n = 19$; average response rate 56 %).	<i>Client-related favorable conditions:</i> – positive attitude to new knowledge; – receptivity to feedback.	<i>Potential obstacles:</i> - not all are motivated to take part; - not all fully understand how they can use the acquired knowledge.
		Parameters that could impact the delivery of the program: – level of satisfaction with the coaching program; – usefulness of the program; – dynamics towards achieving the goals.	

Table 4.5 continued

1	2	3
Active implementation stage June December, 2018	Mid-program group interviews (3 groups) End-of-program feedback survey: response rate 68 %.	Changes in delivery of the program: – focus on experience exchange during coaching sessions and on daily basis. Short-term impact: – increase in self-awareness and improvement of communication. The team leaders show the highest rate of change.
Post-implementation period January-April, 2019	Coached group vs. control group. After the program individual interviews (5 interviews)	The coached group demonstrated better performance in two out of three established goals. Long-term impact – the things that the participants are doing differently: - ask questions, listen more and speak less; - improve planning; - double check the information; - express their opinion in a more confident way.

Testing of methodology in the preliminary stage of coaching interaction

During the preliminary stage of the coaching program, the executives were asked to identify the needs and wants in the development in accordance with the stage of the life cycle which the company has reached. This method was described in Sub-chapter 4.2. The executives decided that the description of the Revival stage most closely reflected the current situation in the company. The Revival stage is characterised by a rapid positive growth caused by diversification and expansion of product-market scope. An organization experiences significant changes in strategies, structure, and decision-making. Integration is the primary challenge faced by a company during this stage. Collaboration and teamwork might overcome the obstacles at this stage. The executives came to conclusion that the primary company's need is integration which is crucial in the period of a rapid growth and diversification.

Under the model for adjusting the capacity of types and forms of coaching to the company's needs and wants in development in the current stage of its life cycle, team coaching was proposed for implementation in the program because of its capacity to enhance collaboration and improve teamwork.

Testing of methodology in the active implementation stage of coaching interaction

Pre-program survey

Before the first session, the participants completed an online *pre-program questionnaire* to measure the level of readiness and willingness of the individuals to invest their time and energy in the program as well as the participants' perceptions related to team cohesion and top management support in the context of the organizational culture.

The collected data were analyzed quantitatively using descriptive statistics (Annex 16). The mean of data was calculated to indicate a central tendency of the data. The standard deviation was used to measure the dispersion, i.e. how data were spread out from mean. The

mean and standard deviation were calculated by using the formulas in Excel. Standard deviation allowed to measure variability of the responses. The score close to zero indicate a relevant consistency in responses. The results are presented in the Table. 4.6.

Table 4.6

The Results of the Pre-program Questionnaire (Created by the Author)

Variable	Mean	Standard deviation
1. Participant's love of learning	9,44	1,10
2. Participants' positive attitude to change	9,33	0,84
3. Feedback-oriented organization	9,28	0,96
4. Participant's receptivity to outside help	9,22	0,81
5. Goal-oriented organizational culture	9,22	0,88
6. Participants receptivity to feedback	9,22	1,06
7. Readiness to invest time and energy to the coaching program	9,17	1,15
8. Top management support	8,89	0,83
9. Motivation to participate in the coaching program	8,61	1,42
10. An opportunity to apply knowledge and skills acquired in the training.	8,56	1,42
11. Team extra effort to help the team to succeed	8,44	1,76
12. Effective communication within the team	8,00	1,50
13. Team collaborative decision-making style	7,94	1,30
14. Team innovative ideas	7,83	1,86

The results of the pre-program questionnaire detected the positive preconditions for the program and also indicated potential pitfalls. The data show that the participants generally receptive to new knowledge and change. This fact may turn out to be a good prerequisite for the program success. The organizational-level variable such as orientation toward feedback is in the third place in the table. For the potential success of the program this fact is crucial as far as one of the conditions under which coaching might be effective is the ability to receive and reflect on the feedback. By analyzing the other variables, such as participant's receptivity to outside help, goal-oriented organizational culture, etc., it was concluded that there were preconditions that could ensure the success of the program.

However, the obtained data revealed the potential obstacles in the program delivery. The variable such as motivation to participate in the coaching program is in the middle of the list. The standard deviation 1, 42 indicates a relatively high variation in responses. This fact indicates that not all participants are highly motivated to take part in the program. Therefore, the coach and the executives should support the participants who are highly motivated to participate and find the ways to increase motivation of the other participants.

An opportunity to apply knowledge and skills acquired in the training is on the tenth position among 14 variables. This result may partially explain why some of the participants are not highly motivated to take part in the program. The standard deviation 1, 42 indicates

that a part of the participants were aware of the area of applying new knowledge and skills while the rest did not fully understand how they could use the acquired knowledge and skills. This finding was the subject of a serious discussion with the top management and HR department.

Four team-level variables, such as the team extra effort to help the team to succeed, effective communication within the team, the team collaborative decision-making style and the team innovative ideas, are at the bottom in the table. The standard deviation 1, 30 – 1, 86 indicates the participants perceived their teams differently. Only a part of program participants perceived their teams as quite innovative, capable of making collective decisions and communicate effectively.

Therefore, based on the analysis of the pre-program survey, the favorable external and internal conditions for promoting the coaching interaction in the company were determined. These conditions are mostly related to the coaching client-oriented beneficial conditions, such as the positive attitude to new knowledge and receptivity to feedback. The analysis of the data revealed the potential challenges that could negatively affect the impact of coaching:

- not all participants of the coaching program were motivated to take part;
- not all participants fully understood how they could use the knowledge acquired.

A short description of the coaching sessions

A short description of coaching sessions gives an overview of how the program was conducted. The objectives of the coaching sessions were established in compliance with the overall strategic goals of the coaching program (Table 4.7).

Table 4.7

The Objectives of the Sessions of the Coaching Program (Created by the Author).

Session	Objectives
1 st session	To familiarize with the overall strategic goals of the program; to establish the rules of communication; to discuss confidential and ethical issues.
2 nd session	To increase awareness of differences in comprehension of the goals by team leaders and team members.
3 rd session	To choose one of the overall strategic goals of the program; to identify action steps toward the goal achievement
4 th session	To analyze driving forces and obstacles in the achievement of the agreed action steps; to increase self-awareness and promote better understanding.
5 th session	To deepen the participants’ understanding of their potential changes in the work behavior and mindset; to analyze at what stage of growth the participants are at that moment.
6 th session	To increase awareness of the personal and organizational values; to strengthen motivation for the program goals achievement
7 th session	To share information about the companies situation (at which stage organizations is), to give summary about all meetings and to remind about settled goals; to plan new first step for after the program period.

The first orientation session was aimed at familiarizing the program participants with the overall strategic goals of the program as well as establishing the rules of communication and

discussing confidential and ethical issues. The second session was devoted to developing awareness concerning understanding that team leaders and team members might have different interpretation of the same goal. During the third session the participants chose one of the overall strategic goals of the program to work toward this goal achievement and identified the action steps. The analysis of how the agreed steps were implemented was conducted at the fourth session. The coach initiated the discussion on what helped to reach the targets set and what obstacles were if the participants did not implement planned steps. This session was also dedicated to both the development of program participants' self-awareness and understanding the client's needs. The fifth session was held after a mid-program group interview with the program participants. The interview findings evoked the discussion on what might be different in the program delivery and how the program could facilitate changing the participant's work behavior and mindset and encourage them doing things a little bit differently. The sixth session was aimed to enhance comprehension of the personal and organizational values in order to highlight a company's values and increase motivation for the goals achievement. The last session was aimed to assess the progress achieved during the program and to establish a new step for the after the program period.

After- sessions feedback surveys

After-sessions feedback surveys provided the assessment of the parameters which could impact on the results of the coaching program (Annex 17).

1. Dynamics of goals understanding

The variable of the level of understanding of the overall strategic goals was the critical point and the subject of constant monitoring in the course of the coaching program. Figure 4.1 demonstrates the level of the understanding of the goals after the sessions 1, 2 and 3.

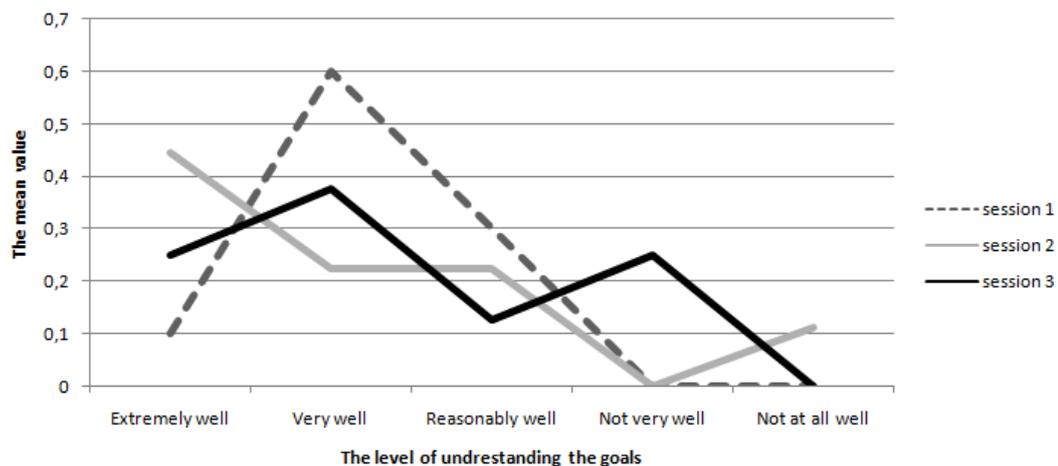


Fig. 4.1. Dynamics of understanding of the coaching program goals (created by the author).

The results of the feedback survey after sessions 1, 2 and 3 demonstrate the fluctuation in the answer “Very well” as well as a considerable variation of the answers for sessions 2 and 3.

However, the responses “Extremely well” and “Very well” constitute the majority in all three questionnaires. After session 5, the respondents were asked to evaluate their anticipation of the success in goals achievement using a scale: 1 to 5, with 1 being “no success at all” and 5 being “total success”. By respondents’ opinion, the goal which can be successfully achieved concerns to the direct sales, notably, to achieve 7 visits to clients per day. On the other hand, the goal which the participants consider as the most difficult to achieve is fleet management. At the end of the program, when the achievement of the goals was measured against the real performance, it turned out that the goal which the participants considered as the easiest to achieve was not fully reached, at the same time, at the fleet management the coached group demonstrated the best performance compared to the Latvian and Estonian sales teams of Hilti Corporation.

2. Usefulness of the program

The usefulness of the program as a whole and the sessions was the constant question in the feedback questionnaires. The participants’ perception of the usefulness of the sessions 1, 2 and 3 was measured by using single-answer multiple choice questions. The participants, replaying the question about the usefulness of the session, chose one answer among several possible response options. The degree of participants’ perception of the usefulness of the sessions can be assessed as average (Fig.4.2).

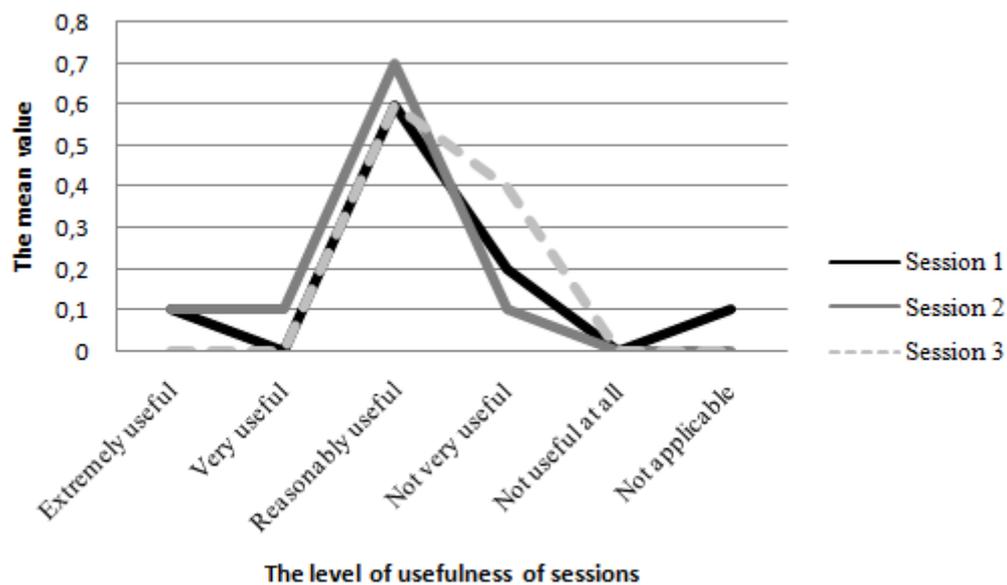


Fig. 4.2. Usefulness of sessions 1, 2 and 3 (created by the author).

However, the results of the third feedback questionnaire showed that the number of participants who considered that the session was not very useful increased. Open ended question provided an opportunity to the participants to explain their answer. As a result, the reasons why some participants considered the sessions not so useful have become clear. The main reasons why the participants evaluated the sessions not very useful are the following:

- relatively short session length;
- not usual form of interaction evokes more questions than answers;

- time is not always spent efficiently.

3. The level of satisfaction

The one of the aims of the questionnaires after sessions 1, 2 and 3 was to measure the degree of satisfaction with the coaching sessions (Fig. 4.3).

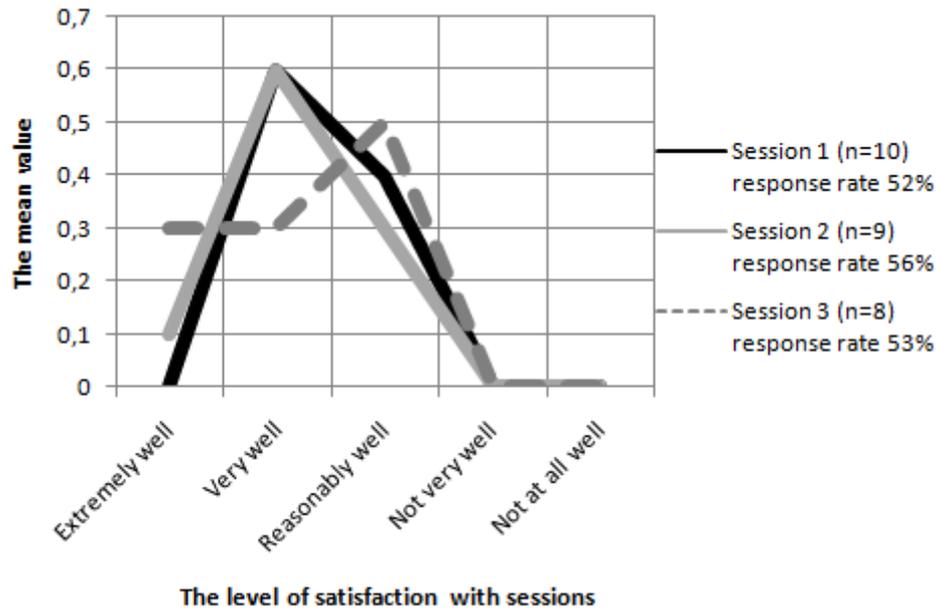


Fig. 4.3. Satisfaction with the sessions 1, 2 and 3 (created by the author).

The results obtained demonstrate that the participants were mostly satisfied with the sessions. However, the response rate is slightly above average, this fact seemed to indicate that the rest of participants who did not answer the questionnaire did not feel comfortable enough because of a variety of reasons.

The question about satisfaction with the sessions was expanded in the feedback questionnaires for sessions 5 and 6, and involved the different components of the program, such as the practical usefulness, the focus on participants' needs, the content of the sessions, the relationship with the coach and the atmosphere during the sessions (Fig. 4.4).

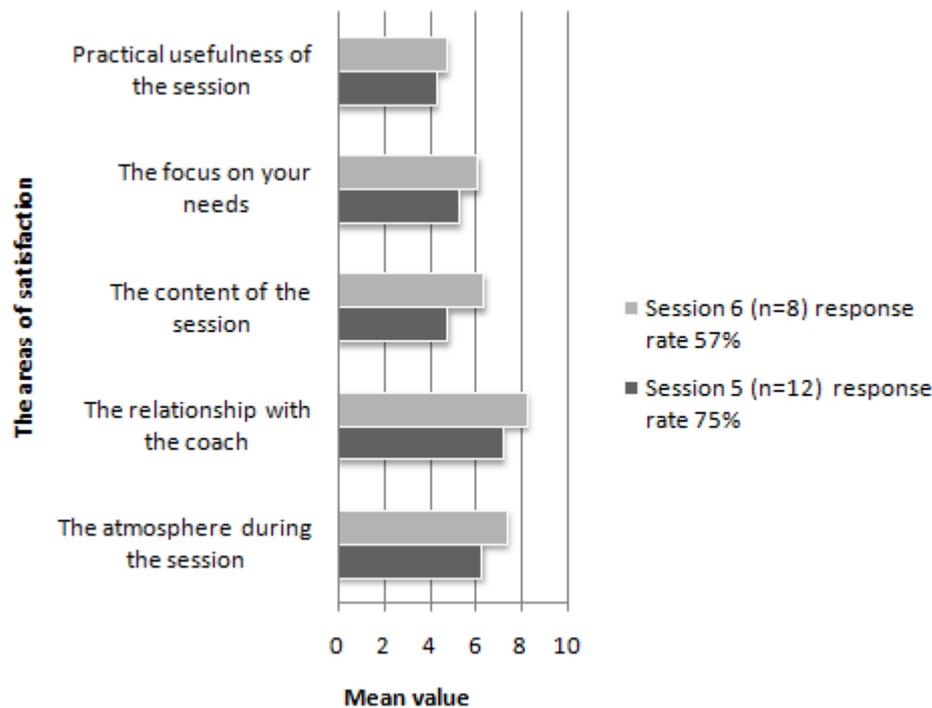


Fig. 4.4. Areas of satisfaction with sessions 5 and 6 (created by the author).

The analysis revealed that the participants were mostly satisfied with their relationship with the coach and the climate at the sessions and were least satisfied with the practical usefulness of the sessions. However, there is evidence in the literature provided by Grant (2014) that satisfaction with the coach – coachee relationship does not anticipate the achievement of the desired coaching outcomes. “Whilst this metric may give some insight into how much the coachee appreciates or enjoys the coaching relationship, such metrics may be of little or no use in predicting the actual outcomes of coaching” (Grant, 2014, p.32) At the same time Grant (2014) highlights that mutual trust and confidence in the relationship between the coach and the clients is a powerful tool to attain personal and organizational goals and augment personal and professional potential.

Mid-program group interview

The aim of the group interview in the middle of the program was to assess the on-going process of the coaching program and provide recommendations for the possible improvement of the program. All three groups of the program participants took part in online interviews which were conducted via Skype.

The results of the group interview were presented and discussed on Skype meeting which was attended by the Human Resources Business Partner (SIA “Hilti Services Limited”), the coach and the researcher. As a result, it was agreed to make the following changes in the program delivery.

1. The frequency of sessions, maximum 2 weeks distance in between sessions.
2. Provide coaching sessions topics in advance about 2 -3 days before the session.
3. Focus on experience exchange not only during coaching sessions but on daily bases.

End-of- program feedback survey

The assessment of the short-term impact of the coaching program on the company’s performance was undertaken based on the perception of program participants about the changes in their self-awareness and behavior as a result of the coaching program (Annex 18).

The data of the end-of-program survey were collected and analyzed separately for each group: team leaders (ASM), salesmen group on-site (TSL) and salesmen Skype group (TSS). The main reason of this was that the groups had certain differences in the goals set as well as the form of delivery of the coaching program. The responses were calculated as the average score across the items which were the areas where changes might occur.

The team leaders answered that the program helped them “Very well” and “Reasonably well” (Fig. 4.5).

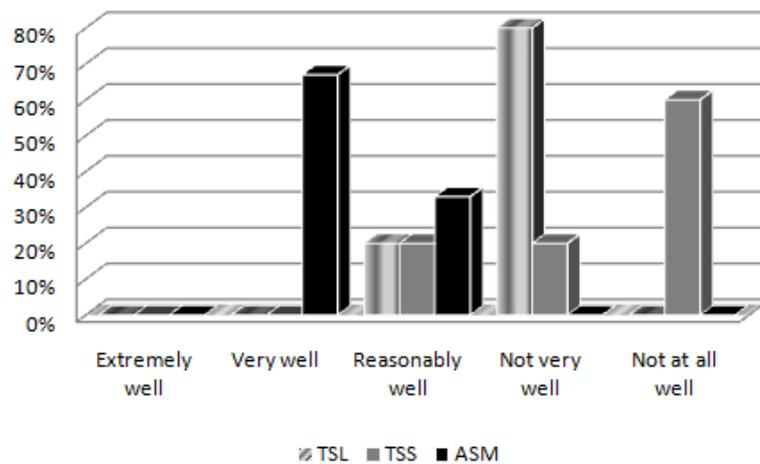


Fig. 4.5. The helpfulness of the coaching program (created by the author).

The results show that all participants perceived impact of the coaching program on their awareness and behavior in varying degrees (Fig. 4.6).

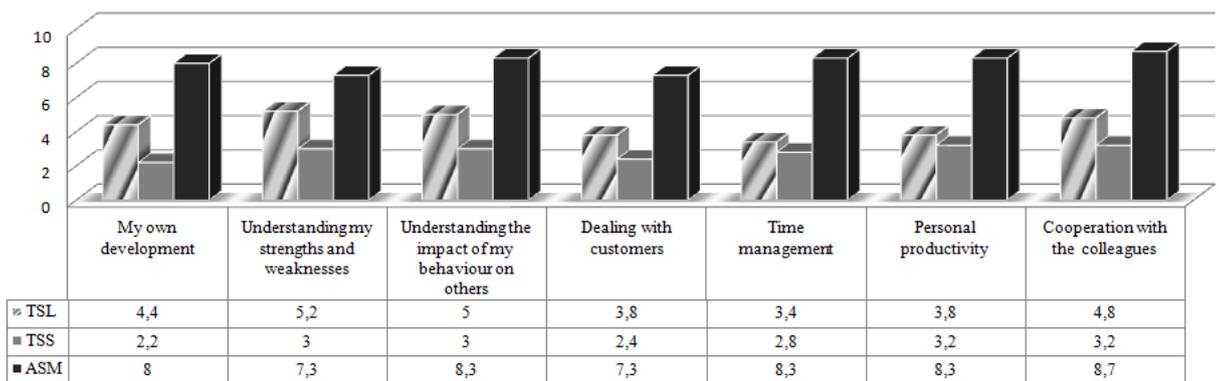


Fig. 4.6. Impact of the coaching program (based on participants’ opinions).

The program had a greater impact on the team leaders in their cooperation with the colleagues. This result may indicate the change in the understanding of the team leaders about the influence of their behavior on other individuals. The results also demonstrate that the

program also made an impact on self-development of the team leaders, improve their time management skills and enhance their personal productivity. On the other hand, the sale staff pointed out on a lesser impact of the program.

Analyzing the results of the responses to the question “Please comment on the impact the coaching program has had”, it is visible that there is difference in evaluation of the impact of the program for each group (Fig. 4.7).

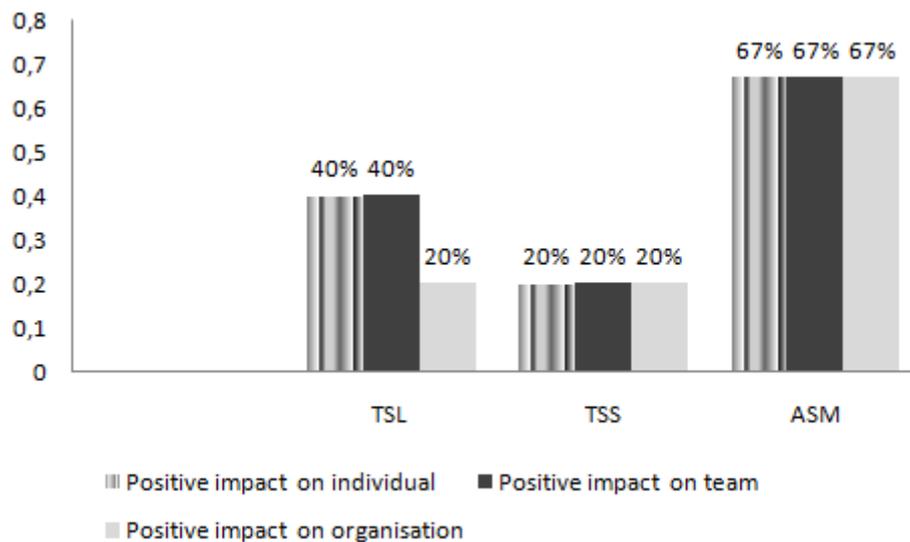


Fig. 4.7. Impact of the coaching program of the participants' performance (created by the author).

Despite the fact that there is difference in the evaluation of the impact of the program among the groups; the answers to the open-ended question about the impact of the program on the organization, on the team and on the individual showed that the participants of all three groups could indicate the cases of the positive impact of the coaching program.

At individual level, coaching had the following impact:

- added some extra motivation and encouraged to think from different angles about the tasks to be carried out;
- improved self-awareness of how an individual's behavior impacts others;
- facilitated to acquire an open-minded attitude;
- helped to review the current situation.

At team level, coaching improved teamwork through increasing awareness of the team members about their team mates and improving cooperation in the team.

At organizational level, coaching had the following impact:

- provided general understanding about the importance of values of the company;
- contributed to attainment of the strategic goals.

Key findings of the end-of-program feedback survey

1. considerable difference in evaluation of the helpfulness of the program should be the subject of the further research to identify possible reasons.
2. The team leaders indicated the highest rate of change as a result of the program in contrast to the Skype group.
3. The positive impact of the program is reflected first of all in the increase of self-awareness and the improvement of communication.

Testing of the methodology in the post-implementation period of coaching interaction

Assessment of the outcomes of the coaching program.

The assessing of the outcomes of the coaching program and their impact on the company’s performance was conducted by comparison of the results which the coached group obtained to the goals which were established before the coaching program. The performance of the coached group was compared with the performance of the control group. The sales department of “HILTI SERVICES Ltd, Latvia played the role of the control group in the testing the system and methodology for assessing the impact of coaching on a company’s performance. The control group had the same goals which were established for the coached group, but the control group worked to achieve these goals without being engaged in the coaching interaction. The table 4.8 demonstrates the comparison of the performance of the coached and control groups by established goals.

Table 4.8

The Comparison of the Performance of the Coached Group and the Control Group (Created by the Author)

Coached group	Control group
1	2
Goal 1. Direct sales	
<i>June–August 2018</i> the number of visits increased	<i>June–July2018</i> there was no change
September – October 2018 slight decrease	<i>August 2018</i> –the drop of 20 per cent September – October 2018 there was no change
November – December, 2018 further fall	November – December, 2018 there was no change
Goal 2. New VIP customers	
<i>June–August 2018</i> improvement about 60 % of the desired result	<i>June–August 2018</i> monthly drop
<i>September–October 2018</i> the same figures sustained	<i>September–October 2018</i> monthly drop
<i>November–December 2018</i> the same figures sustained	<i>November–December 2018</i> monthly drop

Table 4.8 continued

1	2
Goal 3. New sales (NS) plan	
<i>July 2018</i> the best monthly year-to-date(YTD) results at team level <i>August 2018</i> the plan was achieved <i>September 2018</i> slightly below the plan <i>October 2018</i> good team result: plan exceeded <i>November 2018</i> the best monthly results at team level <i>December 2018</i> the worst result since June	<i>July 2018</i> team result not achieved <i>August 2018</i> good team result : plan exceeded <i>September 2018</i> team plan not achieved <i>October 2018</i> good team result : plan exceeded <i>November 2018</i> team plan was nearly achieved <i>December 2018</i> the worst month of the year

The table indicates that concerning to the goal 1 (direct sales): to provide 7 visits to the clients per day, the coached group demonstrated the increase when the coaching program started. The control group demonstrated lower performance in the achievement of this goal when the program began and then during the next three coming months. However, from September to December both groups demonstrated the decrease in the number of visits per day. Based on the results of the feedback questionnaire after session 5, it was revealed that the most participants of the coaching group considered the goal 1 (direct sales) as the easiest to achieve.

Goal 2 was established to increase the number of VIP customers. In spite of the fact that the ambition goal had not been achieved, the coached group demonstrated the improvement in performance which sustained until the end of the program. The control group showed constant slight decrease in the achievement of this goal, and by the end of the year they demonstrated the poorer performance that the coached group.

Goal 3 (new sales plan) was established as reach 90% of the achieved plan. In July the coached group achieved the highest results of the whole period of the coaching program. It might be explained by the fact that a new form of interaction encouraged the coaching program participants to accelerate their capabilities. These findings are supported by the fact that during the same period the control group did not demonstrate any improvements in their performance, but instead they demonstrated decrease. However, by the end of the program the results of the coached group became poorer. This can be explained by the end of the year, when normally companies encounter difficulties with new sales. This fact is supported by the poor results of the control group in December as well.

After the program individual interviews.

Individual interviews with the participants of coaching program were conducted three months after the end of the program. The main aim of the interview was to identify the long-term impact of the program on the individual and organizational performance.

A set of basic questions was related to the most significant things the participants understood and/ or learned as a result of the coaching program, and the things that the participants are doing differently after the coaching program.

Five respondents took part in the interview; they represented different categories of the program participants. The consolidated table which summarizes the answers of the respondents is provided in Annex 19.

In general, the participants mentioned that as a result of the coaching program they

- understood how to listen to understand what the team members are trying to say;
- realized that there is a great difference between thinking that you know how to do the work and doing the work in a proper way;
- got a clear view on the importance to reflect on how the things are done;
- learned how to manage time and plan workload;
- understood that coaching helps new employees orient in a company.

The participants identified the things which they are doing differently after the coaching program. These actions included: daily planning; communication with clients and colleagues; dealing with unpredictable situations.

Therefore, the analysis of the interviews revealed that the impact of coaching interaction was manifested in the changes in the participant's self-development and self-awareness as well as in their attitude to the colleagues and customers. These changes led to the improvement of their work behavior, resulting in better performance.

Conclusion

This chapter presents the methodology for assessing the impact of coaching interactions on a company's performance and provides the results of testing the methodology in the company engaged in the wholesale trade in the field of construction industry. The methodology developed in the course of the research gives both theoretical insight into the possibility of assessing the outcomes of coaching interactions, on the one hand, and provide a practical tool which enables companies to track return on coaching, on the other hand.

The methodology for assessing the impact of coaching interactions on a company's performance is viewed in a broad perspective as the methodology for assessing the prerequisites, process and outcomes of coaching interaction. The methodology presents a set of methods and materials developed for assessing the impact of coaching interaction at individual and organizational levels in the short- and long-term perspective. The methodology covers all stages of the coaching interaction (preliminary stage, active implementation stage and post-implementation period), and uses both qualitative and quantitative methods of data collection and analysis.

The selection of methods to be used is determined by the principles underlying the methodology. 1) Establishing prerequisites for ensuring the greatest possible impact of the coaching interaction on a company's performance prior to its implementation. 2) Tracking of key performance indicators which can be affected in the course of coaching interaction. 3) Assessing the short- and long-term impacts at individual and organizational levels after the completion of the coaching interaction.

Conclusions and Recommendations

The topicality of the impact of coaching interactions on a company's performance has been investigated taking into account the assessment of the progress and outcomes of the coaching interactions and their impact on the company's performance in the current stage of its life cycle.

The hypothesis was tested sequentially:

1. in the course of the analysis of the data collected in surveys and interviews for elaborating the methodology for assessing the impact of coaching on a company's performance;
2. while testing this methodology in private company Hilti for assessing the impact of coaching on its performance.

The results of this sequential testing showed that the approach to the assessment of impact of coaching interaction on a company's performance based on the three assumptions formulated in the hypothesis is feasible and appropriate for being used by companies.

The author makes the following **conclusions**, based on the conducted research.

1. Coaching is a facilitating process aimed to support clients' self-directed learning, which increases their self-awareness and promotes their development and eventually leads to positive changes in their behavior.
2. Coaching differs from other facilitating activities by a specific role of clients who are mainly to act based on their own potential in the process of coaching without expecting ready-made solutions from the coach. For helping clients solve definite problems, the coach drives the process without tending to give advice, transfer or share his knowledge or experience with clients though in certain cases that might take place. Coaching is not meant for solving psychological problems or achieving consensus among conflicting parties.
3. Coaching facilitates several crucial processes in the workplace context of a company through a) encouraging individuals to develop and enhance their awareness of their own potential, experience and strengths, thus contributing to positive changes in their way of thinking, behavior and problem solving; b) triggering the process of discovering opportunities for further development; c) facilitating performance improvement and leadership development both at individual and company level; and d) creating a culture of sustainable development and growth in the company.
4. Coaching in a company can be promoted owing to a set of favorable conditions, which are manifested via interaction of clients and the coach. Clients are to be open to outside support and ready for change, have positive attitude to self-directed learning and acquiring new skills individually and in group, have opportunity to apply new knowledge and skills in the workplace context. The coach is to be knowledgeable in coaching and other related fields, such as psychology, pedagogy, business, etc., be skilled and aware of the best coaching practice, and have positive attitude to learning and readiness for professional growth.

5. At each stage of its life cycle a company has different needs and wants in development, which can be met through activating various driving forces triggered by the capacity of appropriate forms and types of coaching. Executive coaching plays a specific role compared to other forms and types of coaching, as it promotes and strengthens the top-manager's ability to lead the company, which is important in all stages of its organizational life cycle. For this reason, executive coaching is recommended throughout the entire life cycle.

The Birth stage. Entrepreneurial coaching, executive coaching, and coaching for innovation are more relevant to this stage, as entrepreneurial coaching establishes the environment that triggers independence in decision-making, while coaching for innovation supports an organization to develop its innovation potential and establish innovative culture.

The Growth, Maturity, and Revival stages. A combination of executive coaching, managerial coaching, and team coaching to maintain and reinforce a company's growth and development is appropriate in these stages. Managerial coaching facilitates learning and improves communication among the manager and employees, while team coaching enhances the team environment, contributes to the development of team innovation ability and is topical in the stage of Growth of a company's life cycle.

The Decline stage. Coaching for innovation, executive coaching, and entrepreneurial coaching are most appropriate for this stage, as, despite the failure in the performance at the decline stage, the company still has chances to recover. Coaching for innovation fosters the ability of a company to recover its innovation potential, while entrepreneurial coaching encourages the taking of reasonable risks to overcome plan exceeded the decline.

6. The methodology for assessing the impact of coaching interactions on a company's performance is based on two pillars: the assessment of the extent to which the goal established was achieved and the analysis of the state of prerequisites that ensure successful implementation of coaching interaction: a) the extent to which the capacity of different types and forms of coaching is adjusted to the company's needs and wants in development in the current stage of its life cycle; b) identifying availability of favorable conditions for successful implementation of coaching interaction in the company.
7. The results of testing of the methodology for assessing the impact of coaching interactions on a company's performance give an evidence of its feasibility for using it as an appropriate framework both for theoretical and practical application taking into consideration the specific features of the Baltic region.

Taking into account the results of the research, the author makes the following **recommendations**.

For company owners and executives:

1. To apply the methodology for assessing the impact of coaching interactions on a company's performance during the coaching activities to achieve the sustainable effect from the coaching interaction.
2. To provide support in the organization and implementation of the assessment of coaching interaction impact, especially during the preliminary and post-implementation stages of the assessment.
3. To facilitate the creation of conditions for employees to apply the acquired knowledge, skills, and experience gained during the course of the coaching interaction.

For professional coaching associations

4. To enhance the professional awareness of coaches regarding the methods and tools for assessing the impact of coaching interactions on a company's performance, to provide coaches with the means for monitoring the outcomes of their coaching interaction, and to create a base for interacting with company management related to the effect of their work.
5. To disseminate the best practices of implementation of this methodology and promote the culture of assessing the impact of coaching interaction on a company's performance.

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Annexes

Annex 1	Definitions of coaching
Annex 2	Codebook
Annex 3	Analysis of definitions of coaching. Summarized table
Annex 4	Interview of coaches (2013). Answers on the first question.
Annex 5	Scripts of the interviews of coaches (2013)
Annex 6	Questionnaire for the survey of coaches.
Annex 7	Questionnaire for the survey of coaches and coaching clients
Annex 8	Correspondence analysis
Annex 9	Questionnaire for the expert opinion survey
Annex 10	Questions for interview of managers
Annex 11	Answers of the managers on the interview questions
Annex 12	Unlabeled descriptions of the sages of a company's life cycle
Annex 13	Pre-program questionnaire
Annex 14	After- session feedback questionnaires
Annex 15	End-of-program feedback questionnaire
Annex 16	Answers on pre-program questionnaire.
Annex 17	Answers on after-session feedback questionnaires
Annex 18	Answers on end-of-program impact questionnaire (fragment)
Annex 19	Protocol of follow-up individual interviews
Annex 20	Letter from HILTI about testing the results of a doctoral dissertation

Definitions of coaching

No.	Organization / Researcher	Definition
D1.	Fournies (1987)	A process for improving problem work performance.
D2.	Evered and Selman (1989)	Coaching . . . refers to the managerial activity of creating, by communication only, the climate, environment, and context that empowers individuals and teams to generate results.
D3.	Orth, Wilkinson, and Benfari (1987)	Coaching . . . is an hands-on process of helping employees recognize opportunities to improve their performance and capabilities.
D4.	Popper and Lipshitz (1992)	Coaching . . . [is] a process of creating a culture of development, an atmosphere of learning. It has two components: improving of performance at the skill level; and, establishing relations allowing a coach to enhance his trainee's psychological development
D5.	Mink, Owen, and Mink (1993)	Coaching is the process by which one individual, the coach, creates enabling relationships with others that make it easier for them to learn.
D6.	Hargrove (1995)	Coaching is about interacting with people in a way that teaches them to produce often spectacular results in their business. Coaching is about challenging and supporting people, giving them the gift of your presence.
D7.	Burdett (1998)	Coaching is, exclusively, a process focusing on enhanced performance.
D8.	Clutterbuck (1998)	Coaching is a pragmatic approach to help people manage their acquisition or improvement of skills and can be either directive or non-directive.
D9.	Hudson (1999)	A coach is a person who facilitates experiential learning that results in future-oriented abilities and who is trained and devoted to guiding others into increased competence, commitment and confidence.
D10.	Redshaw (2000)	This process of giving guidance, encouragement and support to the learner is . . . what we call coaching.
D11.	Grant (2006)	Coaching is a collaborative solution-focused, results-orientated and systematic process in which the coach facilitates the enhancement of performance, life experience, self-directed learning and personal growth of individuals and organizations.
D12.	Peterson (1996)	Coaching is the process of equipping people with the tools, knowledge and opportunities they need to develop themselves and become more effective.
D13.	Kampa-Kokesch and Anderson (2001)	Coaching is a form of systematic feedback intervention aimed at enhancing professional skills, interpersonal awareness and personal effectiveness.
D14.	Parsloe (1995)	Coaching is a process that enables learning and development to occur and performance to improve.
D15.	Grant and Cavanagh (2004)	Professional coaching is a theoretically grounded, systematic, goal-directed process designed to facilitate

		sustained change and foster the on-going self-directed learning and personal growth of the coachee and is aimed at skills development, performance enhancement and personal development.
D16.	Dingman (2006)	. . . is a one-to-one interaction between a coach and an executive in a helping relationship offering experiential learning and dialogue that facilitates an executive's desire to reach specified goals and may affect individual self-, job- and organizational-related outcomes . . . the effects of which are intended to extend to improved organizational performance.
D17.	Cox (2013)	Coaching is a facilitated, dialogic, reflective learning process. . .
D18.	McCarthy (2014)	Coaching is seen as collaborative process, in which one person works with others through dialogue to help them to enhance their self-awareness, to grow, to improve their performance to understand whether and how their personal goals and values align with those of the organisation for which they work.
D19.	Cox <i>et al.</i> (2011)	Coaching could be seen as a human development process that involves structured, focused interaction and the use of appropriate strategies, tools and techniques to promote desirable and sustainable change for the benefit of the coachee and potentially for other stakeholders.
D20.	International Coach Federation (ICF), ICF Code of Ethics	Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.
D21.	de Haan, <i>et.al</i> (2016)	Coaching is an inherently goal- and task-focused enterprise; coachees come to coaching seeking to make changes in their personal or professional lives, and it is the explicit role of the coach to support and facilitate such changes.
D22.	Zeus and Skiffington (2000)	Coaching is a collaborative, individualized relationship between an executive and a coach, the aims of which are to bring about sustained behavioural change and to transform the quality of the executive's working and personal life.
D23.	Kilburg (2000)	Coaching is a helping relationship formed between a client who has managerial authority and responsibility in an organization and a consultant who uses a wide variety of behavioural techniques and methods to assist the client to achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and consequently to improve the effectiveness of the client's organization within a formally defined coaching agreement.
D24.	Peltier (2001)	Coaching is about facilitating positive changes that can be leveraged down to enhance the entire organization.
D25.	Orenstein (2002)	Coaching is referred to as a one-to-one intervention with a senior manager for the purpose of improving or enhancing management skills.
D26.	McCauley and Hezlett (2001)	Coaching involves a series of one-to-one interventions between a manager or executive and an external coach in

		order to further the professional development of the manager.
D27.	Hall, Otazo, and Hollenbeck (1999)	. . . is meant to be a practical, goal-focused form of personal, one-to-one learning for busy executives and may be used to improve performance or executive behaviour, enhancing a career or prevent derailment, and work through organizational issue or change initiatives.
D28.	Grant (2001)	Workplace coaching for executives is a solution-focused, results-orientated systematic process in which the coach facilitates the enhancement of work performance and the self-directed learning and personal growth of the coachee.
D29.	Caplan (2003)	Coaching is about bringing out the best in people and conveying them from where they are now to where they want to be. It is a highly personalized learning process that is tailored to the learner's knowledge base, learning style and pace. It raises self-awareness, uncovers blind spots and enables the executive to accomplish more than otherwise he or she would have.
D30.	Plunkett, Egan, and Garza (2004)	Coaching is defined as processes and interventions facilitated by qualified consultants utilizing psychology and other HRD-related knowledge, skills and techniques to assist positional leaders in the improvement of individual effectiveness, learning and performance.
D31.	Sanders (1996)	The job of a [business] coach is to help employees understand how their behaviours may be going out of bounds and to illuminate appropriate alternative behaviours that will ensure long-term success.
D32.	Hill (1998)	Business coaching is designed to be non-directive, in that its focus is usually on skilful questioning in order to help businesses find their own solutions.
D33.	Zeus and Skiffington (2000)	Business coaching can be applied to all types of businesses. It ranges from individual and executive team coaching in large corporations (including local authorities and public institutions), to coaching owners and managers of small- to medium-sized businesses and other organizations. Business coaches help business owners/managers and organizations to develop, promote and grow their business, their staff and themselves.
D34.	Storey (2003)	A business coach establishes a collaborative partnership with his or her client, the nature of which is co-designed to help the client achieve their goals.
D35.	Bacon and Spear (2003)	Coaching in business contexts can generally be defined as an informal dialogue whose purpose is the facilitation of new skills, possibilities and insights in the interest of individual learning and organizational advancement.
D36.	Clegg, Rhodes, and Kornberger (2003)	Business coaching is a form of organizational intervention which typically involves a third party contracted from outside of an organization to work with individuals or small groups to diagnose the current business situation, elaborate on future goals, identify internal and external resources, and assess and plan for the process of achieving those goals, and

		is focused on achieving business success.
D37.	Taylor (2007)	Business coaching is any and every intervention that enables people, teams and organizations to be their very best.
D38.	Passmore J, Fillery-Travis A (2011)	Coaching is a Socratic based future focused dialogue between a facilitator (coach) and a participant (coachee/client), where the facilitator uses open questions, active listening, summarizes and reflections which are aimed at stimulating the self awareness and personal responsibility of the participant.
D39.	Moen F. and Federici R. (2012)	Generally, coaching is about establishing a helping relationship between the coach and the person with whom the coach is engaged
D40.	Stober D. (2008)	On a larger scale, all coaching is aimed at some sort of whether it is in performance, development of particular skills, or a broader sense of personal growth.
D41.	Bozer, G., Sarros, J. C., and Santora, J. C. (2013).	We define executive coaching as a one-on-one relationship between a professional coach and an executive (coachee). Its purpose is to enhance the coachee's behavioral change through self-awareness and learning, and thereby contribute to individual and organizational success.

Codebook

	1 st level code	2 nd level code	3 rd level code
Coaching	1. process	1.1. solution-focused; 1.2. results-oriented; 1.3. goal-directed; 1.4. human development; 1.5. facilitated; 1.6. learning; 1.7. dialogic; 1.8.collaborative; 1.9. reflective; 1.10.thought-provoking; 1.11.creative; 1.12.hands-on; 1.13.systematic; 1.14.theoretically grounded	
	2. parties involved	2.1. coach; 2.2. coachee; 2.3. individuals; 2.4. employees; 2.5. trainee; 2.6. learner; 2.7. teams; 2.8. organizations; 2.9.other stakeholders; 2.10 executive 2.11 manager	
	3. how it is gone	3.1. communication only; 3. 2. interaction; 3.3. dialogue; 3.4 formal contract	3.2.1. structured interaction 3.2.2. focused interaction 3.2.3 one- to-one interaction
	4. purpose	4.1.to improve	4.1.1.problem work performance; 4.1.2. performance; 4.1.3. skills 4.1.4.effectiveness of organization
		4.2. to help	4.2.1. recognize opportunities; 4.2.2. manage acquisition 4.2.3. manage improvement of skills 4.2.4. enhance their self-awareness
		4.3. to create	4.3.1. the climate, 4.3.2. environment; 4.3.3. a culture of development; 4.3.4. atmosphere of learning; 4.3.5.enabling relationships
		4.4. to facilitate	4.4.1. experiential learning; 4.4.2. enhancement of performance; 4.4.3. self-directed learning; 4.4.4. personal growth; 4.4.5.sustained change
		4.5. to develop	4.5.1. themselves; 4.5.2. skills
	5. outcomes	5.1. improved performance	
		5.2. enhanced performance	
		5.3. recognized opportunities	
		5.4. improved skills	
5.5. developed skills			
5.6.culture of development			
5.7. personal growth			
5.8. achieved results			
5.9. sustained change			
5.10. professional development			

Analysis of definitions of coaching. Summarized table

	1 st level code	2 nd level code	3 rd level code	
Coaching	1. process	D1; D3; D4; D5; D7; D10; D11; D12; D14; D15;	D11; D28; D14; D27;	
		D17; B 18; D19; D20; D28; D29; D30	D19; D17; D27; D29	
		2. parties involved		D16; D17
				D11; D18; D22; D17; D34
				D15; D19; D2; D5; D11; D3; D4; D33; D35; D36; D37; D31; D38; D39
			D16; D22; D23; D25; D26; D27; D28; D30; D33; D41	
			D2; D33; D36; D37	
	3. purpose		D5; D11; D16 D23; D24D35; D37	
			D19	
		3.1. to improve	D1; D16; D23; D27; D30; D3; D14; D3; D4; D13; D25; D30;; D24; D41	3.1.1. poor performance; D1
				3.1.2. performance; D16; D23; D27; D30; D3; D14
				3.1.3. skills; D3; D4; D13; D25; D30
			3.1.4. effectiveness of organization D23; D24; D41	
	3.2. to facilitate		3.2.1. recognizing opportunities; D3D32; D35	
			3.2.2. learning and development D5; D14; D9; D16; D33; D35;	
			3.2.3. self-directed learning D11; D15; D 28	
			3.2.4. enhancing their self-awareness D18; D31; D38;	
			3.2.5. enhancement of performance; D11; D15 D18; D20; 28	
			3.2.6. personal growth; D15; D18; D28; D40	
			3.2.7. change D14; D19; D21; D24; D40	
4. expected outcomes	3.3. to develop	D12; D15		
	3.4. to support	D6; D10 D 2; D4; D5; D21		
	4.1. improved performance	D 14; D7		
	4.2. developed skills	D9; D8; D26		
	4.3. personal growth	D4; D11; D13; D15; D20; D21		
	4.4. achieved results	D2; D6; D16; D34; D35		
	4.5. behaviour change	D21; D22; D27; 41		

Interview of coaches (2013). Answers on question 1.

Coaches	1. What key words can be used to define coaching?
Respondent 1 (507) Germany	-relationship - job related experience -supportive -non directive - impartial
Respondent 2 (726) Latvia	to influence people's potential and growth
Respondent 3 (913) Latvia	– to support; – to explore and promote self-awareness and his/her potential
Respondent 4 (457) Latvia	– the possibility to achieve the higher results, – development, and self-development, – personal potential enhancing, – fast way of the goals achievement, – awareness of personal capabilities.
Respondent 5 (456) Latvia	– challenge, – transformation, – self-development, – performance achievement, – positive perspective.
Respondent 6 (925) Lithuania	– to develop the skills; – performance – professional development, – personal development, – self-development
Respondent 7 (852) Lithuania	– stimulation of thinking – safe place for reflection – trust and respect in relationship – thinking techniques – goals and process
Respondent 8 (931) Lithuania	– partnering someone in his thinking and learning without giving advice – final conclusions are always made by the clients
Respondent 9 (727) Poland	– knowledge sharing, – experience sharing – common understanding of the goals

Scripts of interviews of coaches (2013)

What are the key differences and similarities between coaching and mentoring, coaching and counselling, coaching and consulting, coaching and mediation?

Coach 1 – (C1) 507

Coaching vs. mentoring. Mentor is more senior, may show some career path Mentor and coach can be still the same person

There is contemporary literature that overlaps coaching and mentoring, how they can be used best for clients or organisations.

The delineation of coaching and mentoring is an artificial stress, we do not need it.

Coaching vs. counselling

There is a great delineation, and I think it needs to be a great delineation between coaching and counselling. Counselling is going to the psychotherapy

Common is listening. The aim of listening is different. Coaching might have a component of expectation within a coaching contract. Then there is action based on it.

Counseling – emotional support service (career counseling)

For some people these words are just labels.

Coach 2 – (C2) 726

Coaching and mentoring. The similarities could be that coaching and mentoring use questioning. The difference that coach usually follows the client, in the mentoring is different, usually the client follows the mentor, because mentor is more experienced in some area and mentor shares experience and knowledge.

Coaching and therapy. Therapy works mostly with the past and coaching works with the future. But also some behaviour therapy is quite similar to coaching.

Coaching vs. consulting.

Consultants are usually used in organisations, they are experts, they will give some solutions. Coach usually doesn't give solutions, coach asks questions to open people potential and people find solutions themselves.

Coaching and mediation.

Similarities are in questioning. Mediator usually asks a lot of questions to find out the reasons, they also use a lot of coaching techniques, but the goal is different. Mediator is not a developer.

Coach 3 - (C 3) 913

Coaching vs. mentoring. In mentoring, mentor is very experience

Coaching is more about clients', his view of life

Coaching vs. consulting. In consulting, *consultant* comes when there is a problem. They tell how to solve this problem. In coaching we do not say what the right way is, we ask questions. However, in mentoring, consulting coaching methods can be used.

Coaching vs. counselling. If we speak about *counselling* or psychotherapy, we mean “I am here now, but how did I get to this place or in this point in my life?” In coaching we mostly speak “I am here and where I want to go in future?” From today to the future, this is the difference. We talk about present, we talk about past but it is like a resource. The other thing, if you a psychotherapist or counsellor you are an expert in this field, in coaching the expert of his life of his business is the client. Coach is the expert to explore, promote the process, he is responsible for environment.

Coach 4 - (C4) 457 - translation

Mentoring Mentor is an expert in the field where he acts as a mentor. He delivers his knowledge. The main difference is that the mentor, in my opinion, is necessarily a knowledgeable person in that area about which a person comes to consult, there is a certain kind of teaching in the good sense of the word. In coaching this, I would even say, is undesirable in certain situations. This is permissible if the client is ready to hear something, but a separate permission is required for this, and this is not the main method of work. It is possible, but absolutely optional, sometimes even undesirable.

Consulting Consultant is a professional in his sphere. They explore the problem in organisation and provide the solution.

Counselling and psychotherapy I am a representative of those people who do not deny the connection of coaching and psychologists. I know that there are different opinions on this. And since I myself am a psychologist by education, this idea is close to me. I believe that they are quite related, but the difference that I personally highlight for myself is that therapy often works with deep-seated children's problems, focuses on them, certainly offering a way out. There is a fairly large focus on the past. If we talk about coaching, then we, of course, use the past, but past positive experience to understand what worked the last time. Or we speak within the framework of what needs to be done differently. We do not concentrate on an in-depth search for reasons. This is a fine line, in fact. It all depends on the person who is engaged in coaching, who provides this service. If we say that the coach is knowledgeable and is a knowledgeable person in psychology, then I see the possibility of such overlapping of boundaries.

Of course, basic things can be solved easier with the help of psychological techniques. But if not, then this is consistent with the ethics of the coach, we clearly share when we feel that we are falling into the sphere of some problematic things that cannot be dealt with in the format of coaching, then we inform the client about this. And we suggest using the advice of a psychologist

Mediation A lot of similarities, coaching can also be used in situations where you need a mediator. But if we are not talking about coaching as a solution to problems, but about a tool that aims to develop and improve efficiency and effectiveness, then this will be a key difference. Mediation is more applicable when there is some kind of conflict. Coaching can be applied, but it will not always be appropriate, depending on what kind of conflict

Coach 5 - (C 5) 457

Mentors are giving their experience. A coach is not giving his own experience of the situation to the coachee. Coachee finds the way by himself how to solve the problem. It is not the suggestions of personal experience in life or in business.

Consulting Nobody gives a person the advice who to act in the situation because nobody knows environment or the obstacles of individual person's life or business situation. It is not as consultation or as advice giving. In coaching persons find themselves the best way and the best advice by himself.

Counselling / Therapy Coaching is not a medical knowledge. Coaching can use some techniques, or specific strategies to let person the mind be more opened, but it is not as deep as in therapy, because we do not know how to get him out of this deep level.

Mediation. May be in some situations it can be similar, for example in business situations between employee and employer. Coaching is probably is shadowing some situations, people can see the situation from side, then decide by themselves how it is seemed to them and what the best solution for them from side.

Coach 6 - (C6) 925

Mentoring. In coaching the agenda would be wholly with the coachee, mentor gives advice, suggestions, he directs a little bit. Coaching is more non-directive style.

Counselling / Therapy Between coaching and counselling. It depends on my understanding of counselling. Coaching tends to look more at the future and where the client or the coachee is willing towards. Counselling often looks backwards and look what happened and problems might be in the past. Coaching tends to be forward to future orientation.

Coach 7 - (C7) 852

Consultancy. The main difference comparing coaching to *consultancy* or traditional training is that in coaching you do not pass the knowledge to your coachee. It means the coachee in coaching holds the knowledge and thinks about that knowledge and experience and starts to think about new concept. It means that the knowledge holder is the coachee.

Whereas in the consulting or in traditional training the knowledge holder is the trainer or consultant. Then he/she passes the knowledge to the client. If you want to learn something or if you need some knowledge then you go to consultant, if you want to reflect on the knowledge that you have already had then you go to coach.

Sometimes you have to mix consulting and coaching

Example. If I meet an executive and he wants to achieve some goals, I offer him a coaching program. We start with goals, we start with coaching. Sometimes an executive does not have some certain knowledge, for example a manager wants to know how to delegate tasks, then I consult him, then they do homework and go back and we coach that experience. It means that if a person has an experience in that area then you can provide coaching if the person does not have an experience you cannot coach a person in that.

Mentoring. The latter is sharing of an experience, coaching as a method can be involved into conversation

Counselling is a form of psychological consultation where psychological processes and issues are made clear to person for he/she could find better strategies to cope with personal issues. It might be a part of coaching or visa versa.

Coach 8 - (C8) 931

Mentoring. I would say that the key difference is in the relationship. If we look at these professions in Europe and America, they have different meanings. I have learnt that some Dutch people call *coaching like mentoring*, in Hungary coaching is often called supervision and only business coaching is called coaching. It depends also on the cultures, but if we come back to the definition which is accepted by ICF, I would say that the main difference is in the relationships, because if we look at mentoring, for example, the mentor and mentee have more hierarchical relationship. The mentor is more senior in his experience and skills.

In psychology, psychotherapy, or counselling the difference is in relationship. The counselor or the psychotherapist is more educated to diagnose something, he is very much responsible for what he is doing with his patient. In coaching the relationship is more equal. The expertise for the coaching topic and expertise for the motivation, and responsibility of doing the work belongs to the client, while the coaches are very much responsible for coordinating the process in the best way, and having a good contract, professional and psychological contract with the client. It is a partnership, but in this partnership coaches and clients complement each other. They are equal in their status, but they have completely different roles.

Coach 9 - (C9) 727

Mentoring is telling your opinion: this will work and this is the best solution for you.

Consulting is just like mentoring for me

Counselling. I am not familiar with this word.

Mediation in my opinion is more about facing a conflict of interests and finding a common way to make things happen. It is rather about making sure that conflict is solved.

Survey. Questionnaire for Coaches.

Dear Colleagues.

This survey is conducted as a part of Doctoral thesis research into coaching in organisations.

Coaching is becoming increasingly popular in today's business environment, however, while multiple stakeholders are certain that coaching works, there is a lack of evidence to support the effectiveness of coaching in organisations.

The aim of this survey is to explore the place of coaching in organisations based on your personal and professional experience in coaching.

Please answer the questions openly, including as many of the optional items as possible. The answers you provided are very important for the research, they will help us deeper understand the nature of coaching provision in organisations.

The questionnaire is voluntary and the data collected is strictly confidential. Information you provide will be used only for research purposes.

The answers will take about 30 minutes.

You can get the results of the survey when they become available.

If you have any questions about the survey, please contact us at e-mail: a.rossha@inbox.lv,

Skype: angelina.rossha or call +371 29103035

Thank you for participating!

Section 1. Professional Background and Experience.

1. How do you define your professional context? Internal organisational coach
 Please tick () the answers that identify you best. If Executive coach (external)
 more than one answer is relevant, *select all that apply*. Life coach
 Organisation Leader
 Manager
 HR or training professional
 Consultant
 Mentor
 Mediator
 Other professional (please specify)

2. What qualifications do you have for practicing coaching? None
 Please tick () the answers. If more than one Master's degree in coaching
 answer is relevant, select all that apply. Bachelor's degree in coaching
 Graduated from an accredited coach training program
 Attended an accredited coach training program but did not complete
 Completed an unaccredited coach training program
 Attended workshops on coaching
 Prior professional experience
 Other (please specify)

3. How long have you been practicing coaching? 0 – 6 months
Please tick () the answer. 6 months – 1 year
 1 - 2 years
 3 - 5 years
 6 – 10 years
 10 years and more

4. On a scale of 1 to 5, with 1 being the least supportive and 5 being the most supportive, please rate how supportive you think the following organisations might be in your coaching practice. Please mark () the appropriate answer.

	least supportive					most supportive
International Coach Federation (ICF)	1	2	3	4	5	n/a
European Mentoring and Coaching Council (EMCC)	1	2	3	4	5	n/a
Institute of Coaching	1	2	3	4	5	n/a
Other (please specify)	1	2	3	4	5	n/a
_____	1	2	3	4	5	n/a

Section 2. Client profile

For this Section, answer the following questions based on your professional practice during the last 12 month.

5. Approximately, how many companies of different industry sectors used your coaching service during the last 12 month? Please mark () the appropriate answer

Industry Sectors

Banking and Financial Services	1	2	3	4	5
Information Technology	1	2	3	4	5
Manufacturing and Production	1	2	3	4	5
Health Care	1	2	3	4	5
Retail and Wholesale	1	2	3	4	5
Other industries that engaged your service (please specify)	1	2	3	4	5
_____	1	2	3	4	5

1 = 1 company

2 = 2 – 3 companies

3 = 4 – 6 companies

4 = 7 – 10 companies

5 = more than 10 companies

6. What was the company (s) size Under 50 employees
Please tick () all that apply. 51 – 250 employees
 251 – 500 employees
 500 – 1000 employees
 1000 or more employees

Section 3 Professional Practice

7. On a scale of 1 to 5, with 1 being the least frequently used and 5 being the most frequently used, please rate how frequently you think coaching is used for the following purposes.

To develop and improve performance	1	2	3	4	5
To increase individual worker skill levels	1	2	3	4	5
To facilitate a transition to senior roles	1	2	3	4	5
To support new employees	1	2	3	4	5
To enhance the interactions of a team	1	2	3	4	5
To address leadership development	1	2	3	4	5
To boost employee engagement	1	2	3	4	5
As a part of performance management to support staff development	1	2	3	4	5
To address specific workplace problems	1	2	3	4	5
To address issues in a coachee's non-work life	1	2	3	4	5
Other (please specify)	1	2	3	4	5

8. On a scale of 1 to 5, with 1 being “Not at all Effective” and 5 being “Very Effective”, please rate the level of effectiveness that coaching has had on the following business skills and processes. Please mark () the appropriate answer.

Leadership development	1	2	3	4	5
Performance management	1	2	3	4	5
Conflict management	1	2	3	4	5
Change management	1	2	3	4	5
Learning and development	1	2	3	4	5
Teams management	1	2	3	4	5
Succession planning	1	2	3	4	5
Strategic thinking	1	2	3	4	5

- 1 = Not at all Effective
- 2 = Somewhat Ineffective
- 3 = Neither Effective nor Ineffective
- 4 = Somewhat Effective
- 5 = Very Effective

9. Based on your experience, please rank the frequency the following people receive coaching in organization on a scale from 1 (the most frequent) to 5 (the least frequent)

	<u>Ranking</u>
Executives	_____
Teams	_____
High potential employees	_____
Middle level management	_____
First level management	_____
At all levels in an organization	_____

10. In your opinion, who needs coaching most? Please rank on a scale from 1 (needs most) to 5 (needs least)

	<u>Ranking</u>
Executives	_____
Teams	_____
High potential employees	_____
Middle level management	_____
First level management	_____
At all levels in an organization	_____

11. What is the average duration of your typical coaching engagement?
Please tick () the answer
- 1 month or less
 - 2–6 months
 - 7–12 months
 - 13–18 months
 - 19–24 months
 - 25–36 months
 - Longer than 36 months

12. How many times per month do you usually work with your client? 1
 Please tick () the answer
- 2-3
 4-5
 6-7
 8
 more than 8
 other (please specify)

Section 4 Coaching Process

13. Following is a set of characteristics that could be used to describe coaching. Using a scale from 1 to 5, with 1 being “Strongly Disagree” and 5 being “Strongly Agree”, to what extent do you agree or disagree that coaching: Please mark () the appropriate answer.

is used to develop high-potential performers	1	2	3	4	5
is typically applied to specific present-moment work-related issues	1	2	3	4	5
focuses directly on a business’s content skills or technical skills	1	2	3	4	5
helps a person change in the way they wish	1	2	3	4	5
is concerned mainly with achievements in the present and the future	1	2	3	4	5
allows employees to develop those skills themselves	1	2	3	4	5
passes knowledge	1	2	3	4	5
assists in managing the process of dispute and conflict resolution	1	2	3	4	5

1 = Strongly Disagree
 2 = Disagree
 3 = Neither Agree nor Disagree
 4 = Agree
 5 = Strongly Agree

14. On a scale of 1 to 7, with 1 being not important and 7 being essential, please rate how important you think the following factors in the effectiveness of coaching process? Please mark () the appropriate answer.

	not important						essential
Building and sustaining trust	1	2	3	4	5	6	7
Empathic understanding	1	2	3	4	5	6	7
Positive expectations	1	2	3	4	5	6	7
Coach / coachee matching	1	2	3	4	5	6	7
Commitment and support from all stakeholders (coachee, leaders, HR, others)	1	2	3	4	5	6	7
Realistic and challenging coaching goals	1	2	3	4	5	6	7
Realistic time frames for accomplishing the coaching goals	1	2	3	4	5	6	7
Systems and tools for the measurement and evaluation of coaching outcomes	1	2	3	4	5	6	7
Constructive and real-time feedback	1	2	3	4	5	6	7
Powerful questions	1	2	3	4	5	6	7
Post-coaching developmental plan	1	2	3	4	5	6	7

15. Please, describe one of your favorite “success stories” as a coach. What are the key factors that ensure a success?

Section 5 Measuring coaching results

16. How important do you feel the measurement of the results to coaching engagement? Please tick () the answer
- 1 Not Important
 - 2 Somewhat Important
 - 3 Very Important
 - 4 Essential
 - 5 I do not know

17. Do you measure the results of your coaching engagement? Please tick () the answer
- Always
 - Often
 - Sometimes
 - Rarely
 - Never

18. On a scale of 1 to 7, with 1 being not important and 7 being essential, please rate how important you think the following *forms of progress reporting* have been in measuring the coaching outcomes (results). Please mark the appropriate answer.

	not important						essential
Surveys related to behaviour change	1	2	3	4	5	6	7
Data related to business outcomes	1	2	3	4	5	6	7
Assessment of progress toward organisational goals	1	2	3	4	5	6	7
Coachee self-assessment	1	2	3	4	5	6	7
Feedback from coachee	1	2	3	4	5	6	7
Memorandum at conclusion of engagement	1	2	3	4	5	6	7
Return on investment analysis	1	2	3	4	5	6	7
360 degree feedback	1	2	3	4	5	6	7
Other (please specify)	1	2	3	4	5	6	7

Section 6 Benefits and challenges of coaching

19. Is coaching actually solving problems for organisations?
- Always
 - Often
 - Sometimes
 - Rarely
 - Never

20. On a scale of 1 to 7, with 1 being not effective and 7 being extremely effective, please rate how effective you think the impact of coaching in organisation? Please mark () the appropriate answer.

	not effective						extremely effective
	1	2	3	4	5	6	7
relationships and teamwork between staff at different levels	1	2	3	4	5	6	7
job satisfaction	1	2	3	4	5	6	7
use of people, skills and resources	1	2	3	4	5	6	7
retention of staff	1	2	3	4	5	6	7
business performance	1	2	3	4	5	6	7
Other (please specify)	1	2	3	4	5	6	7

21. On a scale of 1 to 7, with 1 being not important and 7 being essential, please rate how important you think the following problems in your coaching practice? Please mark () the appropriate answer.

	not important		essential				
	1	2	3	4	5	6	7
Lack of funding or resources in organisation	1	2	3	4	5	6	7
Executives do not have time to participate	1	2	3	4	5	6	7
Lack of support from top management	1	2	3	4	5	6	7
Lack of knowledge about coaching among employees	1	2	3	4	5	6	7
People do not believe in coaching	1	2	3	4	5	6	7
Other (please specify)	1	2	3	4	5	6	7

22.. If you would like to provide us with any other aspects of the use of coaching in organisation that we have not cover in this questionnaire, please use the space below.

Section 7 General Information

23. May we contact you for a short interview at suitable for you time?

Yes No

If you would like to receive the report findings, please enter your e-mail address below.

That is all the questions we have. Thank you very much for your time!

Identifying conditions to facilitate the promotion of coaching in organisations Survey. Questionnaires for coaches and coaching clients

Questionnaire for coaches

Dear Respondents.!

This questionnaire is a part of Doctoral thesis research into organizational coaching. The aim of this survey is to evaluate the importance of conditions which facilitate the promotion of coaching in organisations.

The answers you provide are very important for research, they will help us better understand the nature of coaching.

The participation in this survey is completely *voluntary*. Information you provide will be used only for research purposes.

The questionnaire will take about 10 minutes to complete.

If you have any questions please contact us at e-mail: a.rosha@inbox.lv,

Skype: angelina.rosha or call +371 29103035

Thank you for participating!

Section 1

1. Please define your professional position. Please tick () the answers. If more than one answer is relevant, select all that apply.

<input type="checkbox"/>	Executive coach
<input type="checkbox"/>	Life coach
<input type="checkbox"/>	Consultant
<input type="checkbox"/>	Head of the organization
<input type="checkbox"/>	Manager
<input type="checkbox"/>	HR specialist
<input type="checkbox"/>	Other (please specify) _____

2. Please indicate your qualifications in coaching Please tick () the answers. If more than one answer is relevant, *select all that apply*.

<input type="checkbox"/>	Master degree in coaching.
<input type="checkbox"/>	Bachelor degree in coaching
<input type="checkbox"/>	MCC (Master Certified Coach)
<input type="checkbox"/>	PCC (Professional Certified Coach)
<input type="checkbox"/>	ACC (Associated Certified Coach)
<input type="checkbox"/>	Graduated from an ICF approved/accredited program
<input type="checkbox"/>	Graduated from a non-ICF approved/akkredited program.
<input type="checkbox"/>	None
<input type="checkbox"/>	Other (please specify) _____

3. How long have you been practicing coaching? Please tick () the answer.

<input type="checkbox"/>	0 – 5 months
<input type="checkbox"/>	6 months – 11 months
<input type="checkbox"/>	1 - 2 years
<input type="checkbox"/>	3 - 5 years
<input type="checkbox"/>	6 – 10 years
<input type="checkbox"/>	11 years and more

Section 2 /

A. External indirect conditions

On a scale of 1 to 5, with 1 being “Not important” and 5 being “Extremely important” please **rate how important you think the following external indirect conditions to promote coaching in organisations.**

Please tick () the appropriate answer.

	Not important			Extremely important		
	n/a	1	2	3	4	5
The SME business support policies						
Supporting continuing training in SMEs						
Innovations in business, psychology, education						
Other (please specify and rate the importance)						

n/a = not applicable

1 = Not important

2 = Slightly important

3 = Important

4= Very Important

5 = Extremely important

B. External direct conditions

On a scale of 1 to 5, with 1 being “Not important” and 5 being “Extremely important” please **rate how important you think the following external direct conditions to promote coaching in organisations.** Please tick () the appropriate answer.

	Not important			Extremely important		
	n/a	1	2	3	4	5
Disseminating good practices in business coaching						
Establishing professional standards for coaches						
Research studies to investigate the effectiveness of coaching						
Partnership between coaching professional associations and other professional organizations and government agencies						
The system of professional supervision to oversee the work of the coach						
Education and continuing training for coaches						
Coach’s ability to employ various techniques effectively and at the right moment.						
Coach’s ability to hold coaching conversation that stimulates thinking, growth and change and leads to action						
Coach’s emotional intelligence, i.e. the ability to recognize and monitor one's own and other people's emotions.						
Coach’s personality traits including self-esteem and self-awareness.						
Coach’s awareness of business processes						
Other (please specify and rate the importance)						

C. Internal conditions at the level of organisation

On a scale of 1 to 5, with 1 being “Not important” and 5 being “Extremely important” please **rate how important you think the following *internal conditions at the level of organisation to promote coaching in organisations***. Please tick () the appropriate answer.

	Not important					Extremely important
	n/a	1	2	3	4	5
Goal-oriented organisational culture						
Top management support for learning and development						
Motivation to learn and acquire new skills						
Requiring new skills acquisition because of organisational change						
The necessity to retain the right people for the organisation						
The opportunity to apply the knowledge and skills acquired in the training to their job						
Relationship of trust and openness among the members of organisation						
A culture of effective feedback						
Other (please specify and rate the importance)						

D. Internal conditions at the level of groups

On a scale of 1 to 5, with 1 being “Not important” and 5 being “Extremely important” please **rate how important you think the following *internal conditions at the level of groups to promote coaching in organisations***. Please tick () the appropriate answer.

	Not important					Extremely important
	n/a	1	2	3	4	5
High cohesion and good communication within team						
Collaborative planning						
Group decision-making						
Team-based learning						
Other (please specify and rank the importance)						

E. Internal conditions at individual (client’s) level

On a scale of 1 to 5, with 1 being “Not important” and 5 being “Extremely important” please **rate how important you think the following *internal conditions at individual (client’s) level to promote coaching in organisations***. Please tick () the appropriate answer.

	Not important					Extremely important
	n/a	1	2	3	4	5
Positive attitude to change						
Being receptive to outside help						
Willingness to learn and change						
Feedback receptivity						
Client's willing to invest time and energy in process						
Client involvement in the process						
Other (please specify and rank the importance)						

Section 3 General Information

Do you agree to invite your clients to take part in the survey and complete the questionnaire for clients?

Yes

No

That is all the questions we would like to ask you. If you would like to add any other aspects that we have not cover in this questionnaire, please use the space below.

If you would like to receive the results of research, please enter your e-mail address below.

Thank you very much for your time!

Questionnaire for coaching clients

Dear Respondents.!

This questionnaire is a part of Doctoral thesis research into organizational coaching. The aim of this survey is to evaluate the importance of conditions which facilitate the promotion of coaching in organisations.

The answers you provide are very important for research, they will help us better understand the nature of coaching.

The participation in this survey is completely *voluntary*. Information you provide will be used only for research purposes.

The questionnaire will take about 10 minutes to complete.

If you have any questions please contact us at e-mail: a.rosha@inbox.lv,

Skype: angelina.rosha or call +371 29103035

Thank you for participating!

Section 1

1. Please define your professional position. Please tick () the answer.

<input type="checkbox"/>	Business owner
<input type="checkbox"/>	Top-level manager
<input type="checkbox"/>	Middle-level manager
<input type="checkbox"/>	Line manager
<input type="checkbox"/>	Specialist
<input type="checkbox"/>	Other (please specify)

2. What industry does your company operate? Please tick () the answer.

<input type="checkbox"/>	Banking and Financial Services
<input type="checkbox"/>	Information Technology
<input type="checkbox"/>	Manufacturing and Production
<input type="checkbox"/>	Wholesale and Retail
<input type="checkbox"/>	Health Care
<input type="checkbox"/>	Other (please specify)

3. What is your company size? Please tick () the answer

<input type="checkbox"/>	Under 50 employees
<input type="checkbox"/>	51 – 250 employees
<input type="checkbox"/>	251 – 500 employees
<input type="checkbox"/>	500 – 1000 employees
<input type="checkbox"/>	1000 or more employees

4. How long have you been working for this company? Please tick () your answer.

<input type="checkbox"/>	0 – 5 months
<input type="checkbox"/>	6 months – 11 months
<input type="checkbox"/>	1 - 2 years
<input type="checkbox"/>	3 - 5 years
<input type="checkbox"/>	6 – 10 years
<input type="checkbox"/>	11 years and more

Section 2 /

A. External indirect conditions

On a scale of 1 to 5, with 1 being “Not important” and 5 being “Extremely important” please **rate how important you think the following external indirect conditions to promote coaching in organisations.**

Please tick () the appropriate answer.

	Not important			Extremely important		
	n/a	1	2	3	4	5
The SME business support policies						
Supporting continuing training in SMEs						
Innovations in business, psychology, education						
Other (please specify and rate the importance)						

n/a = not applicable

1 = Not important

2 = Slightly important

3 = Important

4= Very Important

5 = Extremely important

B. External direct conditions

On a scale of 1 to 5, with 1 being “Not important” and 5 being “Extremely important” please **rate how important you think the following external direct conditions to promote coaching in organisations.** Please tick () the appropriate answer.

	Not important			Extremely important		
	n/a	1	2	3	4	5
Disseminating good practices in business coaching						
Establishing professional standards for coaches						
Research studies to investigate the effectiveness of coaching						
Partnership between coaching professional associations and other professional organizations and government agencies						
The system of professional supervision to oversee the work of the coach						
Education and continuing training for coaches						
Coach’s ability to employ various techniques effectively and at the right moment.						
Coach’s ability to hold coaching conversation that stimulates thinking, growth and change and leads to action						
Coach’s emotional intelligence, i.e. the ability to recognize and monitor one's own and other people's emotions.						
Coach’s personality traits including self-esteem and self-awareness.						
Coach’s awareness of business processes						
Other (please specify and rate the importance)						

C. Internal conditions at the level of organisation

On a scale of 1 to 5, with 1 being “Not important” and 5 being “Extremely important” please **rate how important you think the following internal conditions at the level of organisation to promote coaching in organisations**. Please tick () the appropriate answer.

	Not important					Extremely important
	n/a	1	2	3	4	5
Goal-oriented organisational culture						
Top management support for learning and development						
Motivation to learn and acquire new skills						
Requiring new skills acquisition because of organisational change						
The necessity to retain the right people for the organisation						
The opportunity to apply the knowledge and skills acquired in the training to their job						
Relationship of trust and openness among the members of organisation						
A culture of effective feedback						
Other (please specify and rate the importance)						

D. Internal conditions at the level of groups

On a scale of 1 to 5, with 1 being “Not important” and 5 being “Extremely important” please **rate how important you think the following internal conditions at the level of groups to promote coaching in organisations**. Please tick () the appropriate answer.

	Not important					Extremely important
	n/a	1	2	3	4	5
High cohesion and good communication within team						
Collaborative planning						
Group decision-making						
Team-based learning						
Other (please specify and rank the importance)						

E. Internal conditions at individual (client’s) level

On a scale of 1 to 5, with 1 being “Not important” and 5 being “Extremely important” please **rate how important you think the following internal conditions at individual (client’s) level to promote coaching in organisations**. Please tick () the appropriate answer.

	Not important					Extremely important
	n/a	1	2	3	4	5
Positive attitude to change						
Being receptive to outside help						
Willingness to learn and change						
Feedback receptivity						
Client's willing to invest time and energy in process						
Client involvement in the process						
Other (please specify and rank the importance)						

Section 3 General Information

That is all the questions we would like to ask you. If you would like to add any other aspects that we have not cover in this questionnaire, please use the space below.

Thank you very much for your time!

Correspondence analysis

**CORRESPONDENCE TABLE=Q(1 3)
BY Score(1 6)**

WEIGHT BY N.

CORRESPONDENCE TABLE=Q(1 3) BY

Score(1 6)

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/MEASURE=CHISQ

/STANDARDIZE=RCMEAN

/NORMALIZATION=SYMMETRICAL

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CCONF/PLOT=NDIM(1,MAX) BILOT(20) RPOINTS(20) CPOINTS(20)
TRROWS(20) TRCOLUMNS(20).**Correspondence****Notes**

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Credit

CORRESPONDENCE

Version 1.1 by

Data Theory Scaling System Group (DTSS)

Faculty of Social and Behavioral Sciences

Leiden University, The Netherlands

Correspondence Table

Q	Score						Active Margin
	1	2	3	4	5	6	
q1_coach	30	2	23	0	0	0	55
q2_coach	11	30	7	3	3	0	54
q3_coach	2	5	10	22	15	1	55
Active Margin	43	37	40	25	18	1	164

Row Profiles

Q	Score						Active Margin
	1	2	3	4	5	6	
q1_coach	,545	,036	,418	0,000	0,000	0,000	1,000
q2_coach	,204	,556	,130	,056	,056	0,000	1,000
q3_coach	,036	,091	,182	,400	,273	,018	1,000
Mass	,262	,226	,244	,152	,110	,006	

Column Profiles

Q	Score						Mass
	1	2	3	4	5	6	
q1_coach	,698	,054	,575	0,000	0,000	0,000	,335
q2_coach	,256	,811	,175	,120	,167	0,000	,329
q3_coach	,047	,135	,250	,880	,833	1,000	,335
Active Margin	1,000	1,000	1,000	1,000	1,000	1,000	

Summary

Dimension	Singular Value	Inertia	Chi Square	Sig.	Proportion of Inertia		Confidence Singular Value	
					Accounted for	Cumulative	Standard Deviation	Correlation
1	,714	,510			,621	,621	,046	2
2	,558	,311			,379	1,000	,067	
Total		,821	134,648	.000 ^a	1,000	1,000		

a. 10 degrees of freedom

Overview Row Points^a

Q	Mass	Score in Dimension		Inertia	Contribution				
		1	2		Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
					1	2	1	2	Total
q1_coach	,335	,931	,655	,288	,407	,258	,721	,279	1,000
q2_coach	,329	,182	-1,054	,212	,015	,655	,037	,963	1,000
q3_coach	,335	-1,109	,380	,322	,578	,087	,916	,084	1,000
Active Total	1,000			,821	1,000	1,000			

a. Symmetrical normalization

Overview Column Points^a

Score	Mass	Score in Dimension		Inertia	Contribution				
		1	2		Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
					1	2	1	2	Total
1	,262	,902	,367	,172	,299	,063	,885	,115	1,000
2	,226	,067	-1,376	,239	,001	,765	,003	,997	1,000
3	,244	,406	,515	,065	,056	,116	,443	,557	1,000
4	,152	-1,337	,372	,206	,382	,038	,943	,057	1,000
5	,110	-1,252	,252	,127	,241	,013	,969	,031	1,000
6	,006	-1,554	,681	,012	,021	,005	,870	,130	1,000
Active Total	1,000			,821	1,000	1,000			

a. Symmetrical normalization

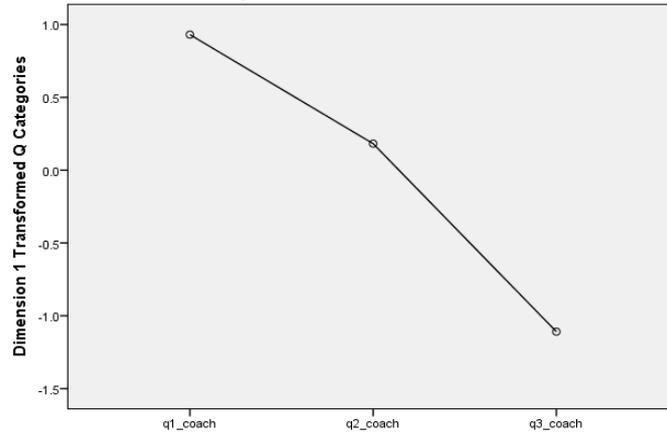
Confidence Row Points

	Standard Deviation in Dimension		Correlation
	1	2	
Q			1-2
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q2_coach	,335	,116	,398
q3_coach	,139	,239	,774

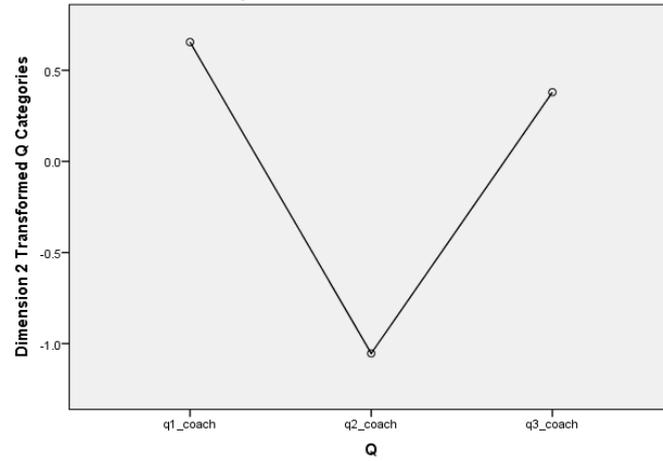
Confidence Column Points

Score	Standard Deviation in Dimension		Correlation
	1	2	
1	,109	,202	-,838
2	,394	,128	-,018
3	,147	,103	-,813
4	,143	,293	,755
5	,120	,277	,629
6	,217	,337	,891

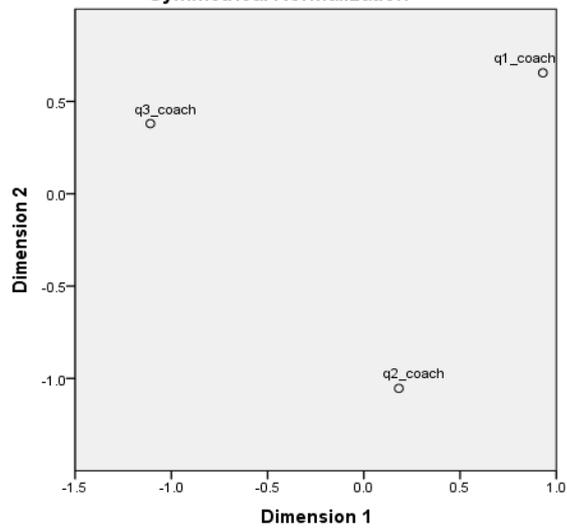
Dimension 1 Transformed Q Categories
Symmetrical Normalization



Dimension 2 Transformed Q Categories
Symmetrical Normalization



Row Points for Q
Symmetrical Normalization



Coaching in organizations for sustainable performance within the life cycle Expert opinion survey

Dear Expert!

The expert opinion survey is a part of the doctoral research in the field of Organization Development conducted at Riga Technical University (Latvia).

The aim of this survey is to gain your view about the appropriateness of the use of certain forms and types of coaching to accelerate and sustain organizational growth and development.

It should take approximately 30 minutes to complete the questionnaire.

We provide you with a brief description of organizational life cycle stages in the text of the questionnaire. The PDF file "Definitions of Coaching" that was enclosed in your invitation email gives you working definitions accepted for the purpose of the research.

If you have any questions please contact us at e-mail: angelina.rosa@rtu.lv or call +371 29103035.

We appreciate your participation in the survey!

Stage 1 Birth

- Situation: the organization is small in terms of revenues and number of employees.
- Strategy: niche strategy is a determine growth strategy. The strategic aim is to find the gaps in the market and defense these niches by making extensive innovations.
- Structure: simple formal organizational structure. Coordination among staff is weak since the internal structure is simple and does not fully exist.
- Decision making: centralized decision making. The main role in the development of organization belongs to the founder / owner-manager. The owner-manager concentrates the power and makes the key decisions. Decisions may conflict with each other because of the lack of detailed analysis and methodological consideration of alternatives.
- Key skills required: success comes from creativity, flexibility, informality, commitment, and willingness to undertake risk on the part of the founder. The founder must be result-oriented, creative and committed to the business idea; there is also a need to develop entrepreneurial skills such as the ability to recognize market opportunity.

1. On a scale of 3 to 0, with 3 being "high priority", 2 "middle high priority", 1 "low priority" and 0 "not applicable", please rate the appropriateness of the types of coaching to the first organizational life cycle stage "Birth".

	3	2	1	0
Individual coaching				
Team coaching				
Executive coaching				
Entrepreneurial coaching				
Managerial coaching (Manager as coach)				
Coaching for innovation				
Career coaching				
Other				

If you answered "other", please specify _____

Stage 2 Growth

- Situation: organization is growing. The organization continues to meet growing demand for the products and as a result experiences continued growth in both sales and number of employees.
- Strategy: market segmentation becomes a determine growth strategy. Customers influence on decisions most. The organization tries to identify specific subgroups of customers and to make small product or service modifications in order to better serve them. The product line is broadening.
- Structure: departmentalized functional structure. Functional departments are organized for the key areas of business. Structure becomes more complex and less centralized. Managers are appointed to head marketing, production and other departments. Greater effort is devoted to effective communication and coordination among departments. Team approach to management prevails.
- Decision making: more levels of managers involve in decision making, as a result, some authority is delegated. However, power is still quite centralized.
- Key skills required: while the successes in the Birth stage primarily depends on 'creativity, flexibility and informality', to be successful in the Growth stage, the leaders need to learn to delegate effectively.

2. On a scale of 3 to 0, with 3 being "high priority", 2 "middle high priority", 1 "low priority" and 0 "not applicable", please rate the appropriateness of the types of coaching to the first organizational life cycle stage "Growth".

	3	2	1	0
Individual coaching				
Team coaching				
Executive coaching				
Entrepreneurial coaching				
Managerial coaching (Manager as coach)				
Coaching for innovation				
Career coaching				
Other				

If you answered "other", please specify _____

Stage 3 Maturity

- Situation: sales levels stabilize. The focus turns from growth to profitability. Innovations switch from product to process to improve production efficiency and reduce unit costs. The tendency is to follow the competition and imitate innovations. Growth is occurring at a slower rate. A stable and circumscribed product line is sold in traditional markets. The competition is going after the same group of customers.
- Strategy: focused product-market scope. A short-term tactical rather than a long-term strategic orientation prevails. There is also more attention paid to solving immediate problems and less emphasis given to formulating explicit strategies.
- Structure: departmental, functionally-based structure becomes more formal and bureaucratic. Information processing activity changes: there are more emphasis upon formal cost controls, budgets, and performance measures. There are typically several levels in the management hierarchy with a senior management team at the top.
- Decision making: conservatism becomes the norm. Style of decision making is less innovative, less proactive, less responsive and adaptive to the market.
- Key skills required: to be effective, leaders must be proficient in formal planning, organization and administration.

3. On a scale of 3 to 0, with 3 being "high priority", 2 "middle high priority", 1 "low priority" and 0 "not applicable", please rate the appropriateness of the types of coaching to the first organizational life cycle stage "Maturity".

	3	2	1	0
Individual coaching				
Team coaching				
Executive coaching				
Entrepreneurial coaching				
Managerial coaching (Manager as coach)				
Coaching for innovation				
Career coaching				
Other				

If you answered "other", please specify _____

Stage 4 Revival

- Situation: the organization experiences a period of rapid growth and reaches its largest size. This growth is generated by major and minor product-line and service innovations, acquisition in different industries, diversification and differentiation. Project teams and technical experts are recruited for R&D, engineering departments as well as to perform planning and analysis activities. Close attention is paid to project returns and the evaluation of potential customer reactions.
- Strategy: diversification, market segmentation, acquisition are determine growth strategies.
- Structure: divisional form of structure with autonomy of divisions and decentralization is adopted.
- Decision making: the heads of divisions become responsible for operational decisions and performance in different markets. Highly sophisticated control systems to monitor the performance of the divisions are used. While the divisions have the authority for the operational decisions, the power for overall strategy making is still highly centralized.
- Key skills required: a major challenge faced at this stage is integration to avoid over controlling the divisions and at the same time, ensuring the synergy between divisions.

4. On a scale of 3 to 0, with 3 being "high priority", 2 "middle high priority", 1 "low priority" and 0 "not applicable", please rate the appropriateness of the types of coaching to the first organizational life cycle stage "Revival".

	3	2	1	0
Individual coaching				
Team coaching				
Executive coaching				
Entrepreneurial coaching				
Managerial coaching (Manager as coach)				
Coaching for innovation				
Career coaching				
Other				

If you answered "other", please specify _____

Stage 5 Decline

- Hanks (1990) argues that organization can enter decline from any stage of life cycle.
- Situation: profitability drops because of the external challenges and because of the lack of innovation. The product lines become still more outdated. The market scope is quite narrow.
- Strategy: no particular strategy
- Structure: the structure of organization is centralized with few control system.
- Decision making: most decisions in the organization are made by few managers who make a conservative, internally political approach. Decision-making power is at the top of the organization; even routine operating decisions are executed by higher level managers. Communications between hierarchical levels and across departments are poor.
- Key skill required: renewal of organizational mission and strategy is to be a primary business task for organization. Ignoring of renewal inevitably brings organization to continued decline and finally to the death.

5. On a scale of 3 to 0, with 3 being "high priority", 2 "middle high priority", 1 "low priority" and 0 "not applicable", please rate the appropriateness of the types of coaching to the first organizational life cycle stage "Decline".

	3	2	1	0
Individual coaching				
Team coaching				
Executive coaching				
Entrepreneurial coaching				
Managerial coaching (Manager as coach)				
Coaching for innovation				
Career coaching				
Other				

If you answered "other", please specify _____

Please evaluate the level of your implication in the field of coaching

6. Please rate the level of your theoretical knowledge, practical experience and capacity to foresee logical progression

	High (1)	Medium (0,5)	Low (0)
Theoretical knowledge			
Practical experience			
Capacity to foresee logical progression			

7. Please rate the level of your awareness for particular coaching types. "10" corresponds to "perfect awareness" and "0" corresponds to "absolute unfamiliarity"

	10	9	8	7	6	5	4	3	2	1	0
Individual coaching											
Team coaching											
Executive coaching											
Entrepreneurial coaching											
Managerial coaching (Manager as coach)											
Coaching for innovation											
Career coaching											

8. Please define your professional position. If more than one answer is relevant, select all that apply.

Executive coach	
Consultant	
Researcher	
Head of the organization	
Manager	
HR specialist	
Other	

If you answered "other", please specify _____

9. Please indicate your qualifications. If more than one answer is relevant, select all that apply.

Doctoral degree	
Master degree	
MCC (Master Certified Coach)	
PCC (Professional Certified Coach)	
ACC (Associated Certified Coach)	
Other	

If you answered "other", please specify _____

10. How long have you been practicing coaching? Please tick the answer.

3 - 4 years	
5 - 9 years	
10 - 14 years	
15 years and more	

Please indicate your name and surname

That is all the questions we would like to ask you. If you would like to add any other aspects that we have not cover in this questionnaire, please use the space below.

If you would like to receive the results of the research please tick here.

I'd like to receive the results	
---------------------------------	--

Thank you for your time!

Questions for interview of managers

Please read the descriptions of organizational life cycle stages and choose the description of one stage that best fits to the period when your organization used/ has been using coaching.

Description 1

Our organization is small and young, and has informal structure. Decision-making is centralized, and not very complex. All key decisions are made at the top of organization. The administrative task is simple, formality and procedures are almost non-existent. The majority of our employees perform a wide range of tasks.

The primary focus of our organization is to develop and promote a distinctive product and/or service. We seek to find a niche in the market which is not filled. The organization has one type of customer and sells one type of product.

Description 2

The organization is characterized by high growth rates in both sales and number of employees. Our organization is larger than most of our competitors, but not as large as we could be. Organizational structure is department-based and functional. Managers are appointed to head marketing, production and other departments. Effective coordination among departments is achieved by monitoring performance and facilitating practices. More levels of managers are involved in decision-making; as a result, some authority is delegated to middle-managers.

The organization tries to identify specific subgroups of customers and to make small product or service modifications in order to better serve them. The product line is broadening.

Description 3

Departmental and functionally-based structures prevail, however our organization has become more bureaucratic, there is more emphasis upon formal cost controls, budgets, and performance measures.

The growth rate is less than 15%. Sales levels stabilize. We have a stable product line which is sold in traditional markets. The total market is no longer growing. The emphasis is on economical production and the preservation of sales volume. There is also more attention paid to solving immediate problems and less emphasis given to formulating explicit strategies. A short-term tactical rather than a long-term strategic orientation prevails.

Description 4

Our organization is the largest considered so far. It experiences dramatic diversification in their products and markets. The growth rate is greater than 15%. The organization reaches growth through innovation, acquisition, and diversification and this involves a good deal of risk taking. There is a movement from one market to many. Structure in our organization is divisional or matrix with highly sophisticated control and planning system. Technical experts are recruited for R&D, engineering departments as well as to perform planning and analysis activities.

Close attention is paid to project returns and the evaluation of potential customer reactions. As a result, decisions become more responsive to market requirements.

Description 5

The structure of our organization is centralized with few control system. Profitability drops because of the external challenges and because of the lack of innovation. The product lines become still more outdated. The market scope is quite narrow.

Most decisions in our organization are made by few managers who make a conservative, internally political approach. Decision-making power is at the top of the organization; even routine operating decisions are executed by higher level managers. Communications between hierarchical levels and across departments are poor.

Questions for interview

1. When did coaching programme take place in your organization?
2. If coaching programme is in action currently, when it began?
3. If the programme has already finished, how long it lasted?
4. Who provides / provided coaching?
 - a. outside certified coach;
 - b. in-house certified coach;
 - c. other variant: please specify_____
5. Who participate / participated in coaching programme?
 - a. top managers;
 - b. middle-level managers;
 - c. high-performance employees;
 - d. other variant: please specify_____
6. What level of organization is engaged in coaching
 - a. organizational level;
 - b. team level
 - c. individual's level
7. How often do / did coaching sessions take place?
 - a. once a week;
 - b. two times a month;
 - c. once a month
 - d. when needed
 - e. other variant: please specify_____
8. Have you measured the impact of coaching programme on organization performance?
9. If you answered "yes", have you measured coaching outcomes at
 - a. individual level
 - b. organizational level
 - c. individual and organizational levels
 - d. other variant: please specify_____
10. What perspective have you measured?
 - a. financial;
 - b. customer;
 - c. internal business processes;
 - d. learning and growth
11. Have you used one or several indicators to measure financial and non-financial performance? Please tick your answers.
 - ❖ **Return on investment (ROI)** : measures the amount of return on an investment relative to the investment's cost.

$$ROI = \frac{\text{Gain from Investment} - \text{Cost of Investment}}{\text{Cost of Investment}}$$

- ❖ **Return on assets (ROA):** profit before tax, divided by total assets
ROA = Net Profit / Average Total Assets
- ❖ **Return on Expectation (ROE):** subjective evaluation against individual coaching assignment objectives
Process contains four key components:
 - 1) *Clear Expectations: What constitutes success?*
 - 2) *Data Capture Plan: How will data be gathered?*
 - 3) *Data Analysis: How will data be measured in a way that makes sense to the organization?*
 - 4) *Data Presentation: How will stakeholders know success has been achieved?*
- ❖ **Measurement of the Customer Orientation of Salespeople:** measurement at the level of individual salesperson (trying to help customer make better buying decisions)
Example: The SOCO Scale: A Measure of the Customer Orientation of Salespeople: A 24-item scale to measure customer orientation in salespeople.
- ❖ **Measurement of employee satisfaction**
Example: Climate survey
- ❖ **Measurement of employee productivity**
- ❖ other indicator (–s)

If you answered “other”, please specify _____
Please provide more detailed information about the indicators that you have ticked.

12. When did / have you measure / measured the performance? (several answers are possible)
- a. before the programme;
 - b. during the programme
 - c. after the programme
 - d. some period of time after the programme. Please specify this period, (i.e. one month, half a year, etc.)

13. What other information would you like to provide about coaching activities in your organization?

Thank you for your time!

Answers of the managers on the interview questions
Consolidated table

	Company 1	Company 2	Company 3	Company 4
Sector	Food and drink industry	Information and Communication Technologies	Financial services	Telecommunications
Life cycle stage	Growth	Revival	Revival	in the end of stage 2 (Growth) closer to stage 3 (Maturity).
Coaching programme	in action	in action	in action	in action
The launch of the programme	in 2010	in 2012	in 2008	in spring 2016
Who provide coaching?	in-house certified coaches internal training.	outside certified coach and in-house certified coach	outside certified coaches; in house Agile coaches managers as coaches	outside certified coaches
Who participate in the programme?	top managers; middle-level managers;	all employees (participation is voluntary)	executives IT specialists managers at different levels everyone is affected by coaching	the members of leadership training
Programme short description	Coaching is a part of organizational culture. The managers are trained on coaching skills.	Participation is voluntary, available for all employees. Organization supports and helps employees in their development.	The main application of the programme to invest in leadership development to train managers to be leader as a coach	Coaching sessions supplement the leadership training, so that the managers can gain the skills faster.

Unlabeled descriptions of the sages of a company's life cycle
Unlabeled descriptions

Description 1

- Our organization is small and young, and has informal structure.
- Decision-making is centralized, and not very complex.
- All key decisions are made at the top of organization.
- The administrative task is simple, formality and procedures are almost non-existent.
- The majority of our employees perform a wide range of tasks.
- The primary focus of our organization is to develop and promote a distinctive product and/or service.
- We seek to find a niche in the market which is not filled. The organization has one type of customer and sells one type of product.

Description 2

- The organization is characterized by high growth rates in both sales and number of employees.
- Our organization is larger than most of our competitors, but not as large as we could be.
- Organizational structure is department-based and functional.
- Managers are appointed to head marketing, production and other departments.
- Effective coordination among departments is achieved by monitoring performance and facilitating practices.
- More levels of managers are involved in decision-making; as a result, some authority is delegated to middle-managers.
- The organization tries to identify specific subgroups of customers and to make small product or service modifications in order to better serve them.
- The product line is broadening.

Description 3

- Departmental and functionally-based structures prevail, however our organization has become more bureaucratic, there is more emphasis upon formal cost controls, budgets, and performance measures.
- The growth rate is less than 15%. Sales levels stabilize. The competition is going after the same group of customers.
- We have a stable product line which is sold in traditional markets.

- Decisions become less responsive, less adaptive to market forces.
- The emphasis is on economical production and the preservation of sales volume.
- There is also more attention paid to solving immediate problems and less emphasis given to formulating explicit strategies.
- A short-term tactical rather than a long-term strategic orientation prevails.

Description 4

- Our organization is the largest considered so far. It experiences dramatic diversification in their products and markets.
- The growth rate is greater than 15%. There are more major and minor product-line and service innovations than in any other period.
- The organization reaches growth through innovation, acquisition, and diversification and this involves a good deal of risk taking.
- There is a movement from one market to many not always related markets.
- Structure in our organisation is divisional or matrix with highly sophisticated control and planning system.
- Technical experts are recruited for R&D and engineering departments to perform planning and analysis activities.
- Close attention is paid to project returns and the evaluation of potential customer reactions. As a result, decisions become more responsive to market requirements.

Description 5

- The structure of our organization is centralized with few control system.
- Profitability of our organisation drops because of the external challenges and the lack of innovation.
- The product lines become still more outdated. The market scope is quite narrow.
- Most decisions in our organization are made by few managers who make a conservative, internally political approach.
- Decision-making power is at the top of the organization; even routine operating decisions are executed by higher level managers.
- Communications between hierarchical levels and across departments are poor.

Pre – program questionnaire

Dear Program Participants!

These questions are a part of the Coaching Program. Please answer each question as openly as possible. The survey should take about 10 minutes to complete.

The participation in this survey is completely *voluntary*. Your responses will be kept completely confidential.

Thank you for participating!

1. How would you rate your motivation to participate in the coaching programme? Use this scale: 1 to 10, with 1 being “extremely low motivation” and 10 being ‘extremely high motivation’.

Extremely low								Extremely high	
1	2	3	4	5	6	7	8	9	10

2. Are you ready (able and willing) to invest your time and energy to the coaching process over the next 3 – 4 months? Use this scale: 1 to 10, with 1 being “absolutely not ready” and 10 being ‘fully ready’.

Absolutely not ready								Fully ready	
1	2	3	4	5	6	7	8	9	10

Organisation

How much do you agree with the statements about your organisation? Use this scale: 1 to 10, with 1 being “strongly disagree” and 10 being “strongly agree”.

	Strongly disagree								Strongly agree	
	1	2	3	4	5	6	7	8	9	10
3. The organizational culture in our organization is goal-oriented.										
4. Top management supports learning and development.										
5. There is an opportunity to apply knowledge and skills acquired in the training.										
6. Our organization is feedback-oriented										

Team.

How much do you agree with the statements about your team? Use this scale: 1 to 10, with 1 being “strongly disagree” and 10 being “strongly agree”.

	Strongly disagree								Strongly agree	
	1	2	3	4	5	6	7	8	9	10
7. Communication within our team is effective										
8. Our team has a collaborative decision-making style										
9. Our team is ready to put extra effort to help the team to succeed										
10. Our team often comes up with innovative ideas										

Participant.

How much do you agree with the statements? Use this scale: 1 to 10, with 1 being “strongly disagree” and 10 being “strongly agree”.

	Strongly disagree								Strongly agree	
	1	2	3	4	5	6	7	8	9	10
11. I have a positive attitude to change										
12. I am receptive to outside help										
13. I love learning										
14. I am receptive to feedback										

That is all the questions we would like to ask you. If you would like to add any other aspects that we have not cover in this questionnaire, please use the space below.

Thank you very much for your time!

After-session feedback questionnaires
After-first-session Feedback Form

Dear Participants!

This is the first feedback questionnaire which we kindly ask you to complete. Your responses are very important for us, they help us maintain the quality of the Coaching Support Programme and find the ways for improvement.

The questionnaire will take about 10 -15 minutes. You may complete it in the Lithuanian language. The information provided in this questionnaire will be kept confidential and will be used only for the Programme improvement.

1. How well did you feel during the session? Please mark () your answer.

Not at all well <input type="checkbox"/>	Not very well <input type="checkbox"/>	Reasonably well <input type="checkbox"/>	Very well <input type="checkbox"/>	Extremely well <input type="checkbox"/>
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Please explain your answer _____

2. How useful for you was the first coaching session? Please mark () your answer.

Not useful at all <input type="checkbox"/>	Not very useful <input type="checkbox"/>	Reasonably useful <input type="checkbox"/>	Very useful <input type="checkbox"/>	Extremely useful <input type="checkbox"/>
--	--	--	--------------------------------------	---

Please explain your answer _____

3. How well did you understand the overall goals of the Programme which are expected to achieve? Please mark () your answer.

Not at all well <input type="checkbox"/>	Not very well <input type="checkbox"/>	Reasonably well <input type="checkbox"/>	Very well <input type="checkbox"/>	Extremely well <input type="checkbox"/>
--	--	--	------------------------------------	---

Please explain your answer _____

4. What are you going to do differently after the first session? Please mark () all answers that apply.

I will improve daily planning	<input type="checkbox"/>
I will be more effective in communication with clients	<input type="checkbox"/>
I will manage my time better	<input type="checkbox"/>
I will increase my personal productivity	<input type="checkbox"/>
I will find more flexible way of working	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

5. Do you have any suggestions how to make further coaching sessions more valuable?

On your part _____

On the part of the coach _____

On the part of the top management _____

That is all the questions we would like to ask you. If you would like to add any other aspects that we have not cover in this questionnaire, please use the space below.

Thank you for your time!

After-second-session / After-third-session Feedback Form

Dear Participants!

This is the feedback questionnaire which we kindly ask you to complete after the session. The after-session feedback forms are similar in general; however, there are some specific questions which distinguish one feedback form from another.

Please answer each question as openly as possible. Your responses are very important for us. The questionnaire will take about 10 minutes. You may complete it in the Lithuanian language. The information provided in this questionnaire will be kept confidential and will be used only for the Program improvement.

1. How well did you feel during the session? Please mark () your answer.

Not at all well | Not very well | Reasonably well | Very well | Extremely well

Please explain your answer

2. How useful for you was the second coaching session? Please mark () your answer.

Not useful at all | Not very useful | Reasonably useful | Very useful | Extremely useful

Please explain your answer

3. How well did you understand the goals which you are expected to achieve? Please mark () your answer.

Not at all well | Not very well | Reasonably well | Very well | Extremely well

Please specify the goals you are expected to achieve

4. What have you done differently after the first session? Please mark () all answers that apply.

I have improved daily planning

I have been more effective in communication with clients

I have managed my time better

I have increased my personal productivity

I have found more flexible way of working

Other (please specify)

5. What are you going to do differently after the second session? _____

6. Do you have any suggestions how to make further coaching sessions more valuable?

On your part _____

On the part of the coach _____

On the part of the top management _____

That is all the questions we would like to ask you. If you would like to add any other aspects that we have not cover in this questionnaire, please use the space below.

Thank you for your time!

After-fifth-session Feedback Form

Dear Participants!

This is a structured feedback, which will take only about 5 -10 minutes to complete. Therefore we kindly ask you to complete this form after the session in written or on-line.

Your answers constitute the basis for the quantitative analysis that is why it is very important to have a response rate 100%.

Please answer each question as openly as possible. The information provided in this questionnaire will be kept confidential and will be used only for the Program improvement.

Thank you for your time!

1. How are you satisfied the following elements of the present coaching session? Use a scale: 1 to 10, with 1 being “dissatisfied” and 10 being “fully satisfied”.

	Very dissatisfied										Fully satisfied
	1	2	3	4	5	6	7	8	9	10	
The atmosphere during the session											
The relationship with the coach											
The content of the session											
The focus on your needs											
Practical usefulness of the session											

2. Please rate your anticipated success to achieve the goal for each goal. Use a scale: 1 to 5, with 1 being “no success at all” and 5 being “total success”.

	No success					Total success
	1	2	3	4	5	
DSE - >7 visits to clients per day (in average for the team)						
VIP customers NS growth over 30% (for team)						
Fleet management - achieved defined plan 4 contracts per TS						
ASM NS plan of the team – more than 100% of plan achieved						
TS participation (NS plan results per every TS) – more than 90% of plan achieved						
TS participation (SPP plan results per every TS) – more than 90% of plan achieved						

3. Please rate the difficulty to reach the goal for each goal. Use a scale: 1 to 4, with 1 being “very easy” and 4 being “very difficult”.

	Very easy				Very difficult
	1	2	3	4	
DSE - >7 visits to clients per day (in average for the team)					
VIP customers NS growth over 30% (for team)					
Fleet management - achieved defined plan 4 contracts per TS					
ASM NS plan of the team – more than 100% of plan achieved					
TS participation (NS plan results per every TS) – more than 90% of plan achieved					
TS participation (SPP plan results per every TS) – more than 90% of plan achieved					

That is all the questions we would like to ask you. If you would like to add any other aspects that we have not cover in this questionnaire, please use the space below. Thank you for your time!

After-sixth-session Feedback Form

Dear Participants!

This feedback questionnaire consists of two parts: questions about the present coaching session and questions about the Programme as a whole. We kindly ask you to answer each question as openly as possible. The information provided in this questionnaire will be kept confidential and will be used only for the Program evaluation and improvement.

The questionnaire will take about 10 - 15 minutes to complete and we will appreciate if you complete it right after the session.

Thank you for your time!

The present coaching session

1. How are you satisfied with the following elements of the present coaching session? Use a scale: 1 to 10, with 1 being “dissatisfied” and 10 being “fully satisfied”.

	Very dissatisfied										Fully satisfied
	1	2	3	4	5	6	7	8	9	10	
The atmosphere during the session											
The relationship with the coach											
The content of the session											
The focus on your needs											
Practical usefulness of the session											

2. From your point of view, what was the most helpful element in this session?

The Programme as a whole

3. How do you rate your motivation to participate in the present coaching programme? Use this scale: 1 to 10, with 1 being “extremely low motivation” and 10 being ‘extremely high motivation’.

Extremely low

Extremely high

1	2	3	4	5	6	7	8	9	10

4. How do you rate your progress in the following activities due to the coaching programme? Use this scale: 0 to 10, with 0 being “no progress at all”, 1 being “extremely low progress” and 10 being ‘extremely high progress’.

No progress Extremely low

Extremely high

	0	1	2	3	4	5	6	7	8	9	10
Daily planning											
Communication with clients											
Time management											
Personal productivity											
Cooperation with the colleagues											
Other (please specify and evaluate)											

5. To what extent are these statements true? Use this scale: 0 to 10, with 0 being “not at all true”, 1 being “hardly true” and 10 being ‘exactly true’.

	Not true	hardly true									Exactly true
	0	1	2	3	4	5	6	7	8	9	10
I feel coaching has had a positive impact on my personality											
Coaching has helped me to approach the issues from different perspectives											
I feel more confident in my ability to build a win-win and mutually beneficial cooperation											
Coaching has given me a greater understanding to prioritize and ensure timely and efficient delivery of results											
I have made positive changes in my work life due to coaching											
Coaching has given me skills how to motivate and serve my clients better											
I would recommend coaching to others											

6. Would you like to take part in the individual 20-minutes interview after the end of the programme?

YES

NO

7. Please specify your group

TS (lively coaching session)

TS (Skype coaching session)

ASM

That is all the questions we would like to ask you. If you would like to add any other aspects that we have not cover in this questionnaire, please use the space below.

Thank you for your time!

End-of-program Impact Questionnaire

Dear Participants!

This is the last feedback questionnaire of the coaching program. The questionnaire is aimed to gather the information about the impact that this program has had on your professional and personal life. The questionnaire contains open questions which we ask you to answer as openly as possible. You may answer in the Lithuanian language as well.

The information provided in this questionnaire will be kept confidential and will be used only for the Program improvement. The questionnaire will take about 10 – 15 minutes to complete.

Thank you for your cooperation!

Part 1. The impact of the coaching program

1. How well did the coaching programme help you meet the overall goals which were established at the beginning of the programme by top management? Please mark (☒) your answer.

Not at all well | Not very well | Reasonably well | Very well | Extremely well

The place for your comments

2. Please rate the statements to indicate the change as a result of the present coaching programme. Use this scale: 0 to 10, with 0 being “no change at all”, 1 being “extremely small change” and 10 being ‘extremely big change’.

	No change 0	Extremely small 1	2	3	4	5	6	7	8	9	Extremely big 10
My own development											
Understanding my strengths and weaknesses											
Understanding the impact of my behaviour on others											
Dealing with difficult customers and situations											
Time management											
Personal productivity											
Cooperation with the colleagues											

3. Please comment on the impact the coaching program has had:

On you _____

On your team _____

On your organisation

Part 2. The coaching process

4. Was this your first experience of working with a coach?

YES

NO

5. The coaching programme offered seven sessions over a period of seven months. Please comment on:

The number of sessions (please tick one box only)
too many about right too few

The frequency of the sessions (please tick one box only)
too often about right not often enough

Your comments _____

6. How is coaching programme combined with other development activities you have participated?

7. How would you like to follow-up the coaching programme? (Please mark (☒) all answers that apply.)

- | | |
|---------------------------------|--------------------------|
| Further individual coaching | <input type="checkbox"/> |
| Networking events | <input type="checkbox"/> |
| Train to be a coach | <input type="checkbox"/> |
| Use coaching in your daily life | <input type="checkbox"/> |
| Other (please specify) | <input type="checkbox"/> |
| | <input type="checkbox"/> |
-

That is all the questions we would like to ask you. If you would like to add any other aspects that we have not cover in this questionnaire, please use the space below.

Please specify your group

TS (lively coaching session)

TS (Skype coaching session)

ASM

Thank you for your time!

Pre-program Questionnaire. Answers

Date / time	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9	Question 10	Question 11	Question 12	Question 13	Question 14
6.7.2018	7	10	9	9	9	10	9	9	10	10	9	8	10	8
15:12:01														
6.7.2018	7	7	8	8	8	9	9	7	8	6	10	9	10	10
15:12:14														
6.7.2018	8	9	9	9	8	10	8	7	8	7	9	10	10	8
15:12:34														
6.7.2018	10	10	8	9	9	10	8	8	9	8	9	8	10	10
15:13:17														
6.7.2018	10	10	8	9	9	10	8	8	9	8	9	8	10	10
15:13:18														
6.7.2018	8	6	8	7	8	7	8	8	8	8	8	9	8	8
15:42:52														
6.7.2018	10	9	9	8	5	8	8	6	3	3	10	9	10	9
15:45:41														
6.7.2018	5	8	10	9	7	8	7	7	9	8	8	9	8	10
21:58:55														
6.7.2018	10	10	10	10	10	10	9	10	10	9	10	10	10	10
23:16:51														
6.8.2018	10	10	10	10	6	10	5	5	6	5	10	10	10	10
9:57:54														
6.13.2018	9	9	10	9	9	9	8	8	9	8	10	10	9	8
14:32:46														
6.13.2018	9	9	9	9	8	9	9	8	9	9	10	10	10	10
14:36:44														
6.13.2018	8	9	10	10	10	10	10	10	10	10	10	10	10	10
14:40:33														
6.13.2018	8	10	8	8	9	9	8	8	7	8	8	8	6	7
15:37:23														
6.13.2018	10	10	10	10	10	10	10	10	10	10	10	10	10	10
15:38:22														
9.3.2018	10	10	10	8	10	8	8	8	8	7	10	10	10	10
17:33:08														
9.3.2018	8	9	10	9	10	10	8	8	10	10	8	9	9	8
17:34:53														
9.3.2018	8	10	10	9	9	10	8	8	9	7	10	9	10	10
17:36:27														

**After-session Feedback Questionnaires. Answers (fragment)
Session 1**

Date/ Time	Question 1	Question 2	Question 3	Question 4	Question 5
6.19.2018 8:23:02	Very well	Reasonably useful	Very well	I will find more flexible way of working	No
6.19.2018 8:26:40	Very well	Reasonably useful	Very well	I will increase my personal productivity	yes
6.19.2018 8:40:19	Reasonably well	Reasonably useful	Very well	Other	No
6.21.2018 11:49:27	Very well	Reasonably useful	Reasonably well	Other	yes
6.22.2018 13:31:00	Reasonably well	Not very useful	Very well	I will improve daily planning, I will improve daily planning, I will be more effective in communication with clients, I will manage my time better, I will increase my personal productivity, I will find more flexible way of working	yes
6.25.2018 8:24:52	Very well	Not very useful	Reasonably well	Other	No
6.27.2018 8:08:01	Very well	Extremely useful	Extremely well	Other	No
9.3.2018 17:45:01	Reasonably well		Very well		
9.3.2018 17:48:24	Reasonably well	Reasonably useful	Reasonably well		
9.3.2018 17:51:14	Very well	Reasonably useful	Very well		

Session 2

Date/time	Question 1	Question 2	Question 3	Question 4	Question 5
7.16.2018 15:28:24	Reasonably well	Not very useful	Not at all well	I have been more effective in communication with clients	change my attitude a little bit
7.16.2018 15:44:13	Very well	Reasonably useful	Very well	Other	I will try to listen more and hear more different opinions.
7.16.2018 16:29:32	Reasonably well	Reasonably useful	Extremely well	I have been more effective in communication with clients	More effectively plan my visits to clients.
7.16.2018 17:35:27	Very well	Reasonably useful	Extremely well	Other	Nothing
7.17.2018 8:47:21	Extremely well	Extremely useful	Extremely well	I have improved daily planning, I have managed my time better	now I am trying at first to listen every opinion and express mine in more polite way
7.17.2018 22:26:24	Very well	Reasonably useful	Reasonably well	I have increased my personal productivity	Pay more attention to strengthening my weaknesses, which I understand more and more.
9.3.2018 17:57:47	Very well	Reasonably useful	Extremely well		
9.3.2018 18:00:07	Very well	Very useful	Very well	I have been more effective in communication with clients	Nothing:)
9.3.2018 18:03:21	Reasonably well	Reasonably useful	Reasonably well	I have found more flexible way of working	Think about system before doing task

Session 3

Date / Time	Question 1	Question 2	Question 3	Question 4	Question 5
7.20.2018 9:04:31	Extremely well	Not very useful	Extremely well	I have improved daily planning	
7.20.2018 14:22:47	Reasonably well	Reasonably useful	Very well	Other	so far nothing as we have spend time clarifying Hilti processes
7.27.2018 7:43:02	Extremely well	Not very useful	Not very well	I have improved daily planning	-
7.27.2018 7:43:30	Very well	Reasonably useful	Very well	I have improved daily planning. I have managed my time better	
7.27.2018 8:48:02	Very well	Reasonably useful	Not very well	I have increased my personal productivity	Look more to numbers and our statistics.
7.27.2018 9:28:43	Reasonably well	Reasonably useful	Extremely well	I have found more flexible way of working	We spend a lot of time trying to clarify what was the goal
7.27.2018 15:33:24	Reasonably well	Not very useful	Reasonably well	I have managed my time better	I am going to have better communication with VIP customers

Session 5

Date / Time	Q1 Atmosphere	Q1 Relationship	Q1 Content	Q1 Needs	Q1 Usefulness	Q2. Goal 1	Q2 Goal 2	Q2 Goal 3	Q2 Goal 4	Q2 Goal 5
10.19.2018 14:25:40	4	8	4	2	2	5 (total success)	3	3	3	3
10.19.2018 15:16:50	8	8	7	8	7	5 (total success)	4	1 (no success)	5 (total success)	5 (total success)
10.22.2018 11:08:11	6	8	4	3	3	4	2	2	2	2
10.22.2018 11:51:57	8	9	7	6	6	4	3	2	3	3
10.22.2018 12:25:43	8	8	6	8	6	5 (total success)	3	3	3	3
10.22.2018 15:03:41	9	9	7	6	5	4	3	1 (no success)	1 (no success)	1 (no success)
10.22.2018 15:50:17	6	7	6	7	6	4	3	1 (no success)	3	3
10.23.2018 7:38:48	5	6	1 (dissatisfied)	4	1 (dissatisfied)	5 (total success)	2	3	5 (total success)	5 (total success)
10.23.2018 15:03:13	6	7	6	5	6	4	4	1 (no success)	5 (total success)	4
10.25.2018 11:35:59	5	6	3	5	3	4	4	1 (no success)	5 (total success)	4
11.7.2018 22:37:25	3	2	1 (dissatisfied)	3	1 (dissatisfied)	1 (no success)	1 (no success)	1 (no success)	1 (no success)	1 (no success)

Session 6

Date/time	Q1 Atmosphere	Q1. Relationship	Q1. Content	Q1. Needs	Q1. Usefulness	Q3. Motivation	Q4. Planning	Q 4. Communication	Q4. Time management	Q4. Productivity	Q4. Cooperation
11.18.2018 18:33:12	5	8	6	5	2	3	5	5	5	5	5
11.18.2018 19:55:15	8	8	4	3	3	3	0 (No progress)	0 (No progress)	0 (No progress)	0 (No progress)	0 (No progress)
11.19.2018 11:08:57	5	7	1 dissatisfied	1 dissatisfied	1 dissatisfied	8	1 (Extrem. low)	1 (Extremely low)	1 (Extremely low)	1 (Extremely low)	1 (Extremely low)
11.19.2018 14:31:43	8	8	8	9	7	8	7	7	8	7	8
11.22.2018 17:50:36	8	9	9	9		9	7	7	5	7	9
12.3.2018 13:11:55	7	8	5	4	7	8	7	6	6	7	6
12.7.2018 15:11:45	8	8	8	8	8	7	7	7	7	7	7
12.7.2018 15:27:58	10 (fully satisfied)	8	8	8	6	9	9				

End-of-programme Impact Questionnaire (Answers) fragment

Date / time	Question 1	Q2. Development	Q2. Self-awareness	Q2. Behaviour	Q2. Customers	Q2. Time management	Q2. Productivity	Q2. Cooperation
12.7.2018 15:24:51	Not very well	1 "Extremely small"	2	2	1 "Extremely small"	3	1 "Extremely small"	3
12.7.2018 17:00:24	Not at all well	4	4	4	4	4	4	4
12.10.2018 10:51:21	Reasonably well	5	8	8	5	6	8	8
12.11.2018 8:27:25	Not very well	6	5	5	5	5	5	5
12.12.2018 11:24:31	Not very well	1 "Extremely small"	2	2	2	3	3	3
12.12.2018 15:45:59	Not at all well	0 "No change"	0 "No change"	0 "No change"	0 "No change"	0 "No change"	0 "No change"	0 "No change"
12.13.2018 13:46:01	Reasonably well	8	7	8	7	8	8	8
12.13.2018 13:48:50	Very well	8	8	8	8	8	8	8
12.13.2018 13:53:44	Very well	8	7	9	7	9	9	10 "extremely big"
12.13.2018 13:57:04	Not very well	7	7	7	5	5	5	5
12.14.2018 12:40:22	Not at all well	1 "Extremely small"	1 "Extremely small"	1 "Extremely small"	1 "Extremely small"	1 "Extremely small"	1 "Extremely small"	1 "Extremely small"
12.16.2018 12:34:13	Reasonably well	7	10 "extremely big"	10 "extremely big"	7	3	7	10 "extremely big"
12.17.2018 9:36:09	Not very well	1 "Extremely small"	2	1 "Extremely small"	1 "Extremely small"	1 "Extremely small"	1 "Extremely small"	1 "Extremely small"

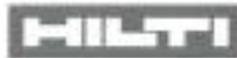
Protocol of the Follow-up Individual Interviews

Questions	Participant 1 Key Account Manager (on-site sessions)	Participant 2 (on-site sessions)	Participant 3 (on-site sessions)	Participant 4 Team leader (on-site sessions)	Participant 5 New employee (Skype sessions)
	Date: 25. 03.2019 Time: 8.00 – 8.30 Yes. The programme helped improve performance	Date: 29.03. 2019 Time: 9.00 – 9.30 From my side, I have achieved.	Date: 20.03. 2019 Time:10.00 – 10.30 I think that there was the improvement in performance but I am not sure how much it is related with this programme.	Date: 27.03.2019 Time: 9.00 – 9.30 Me and my team we are mostly focused on daily sale execution.	Date: 20.03.2019 Time:11.00 – 11.30 Not completely,
1. Have you achieved the goals which were established at the beginning of the Programme? If yes, to what extent do you think the Programme facilitates achieving the goals? If not, what do you think about the reasons?					
2. Please tell us about the sessions activity (–es) which you found more useful for you?	For me it was really useful activity when all team members played games with cards. I really liked this game because you can see what you have, what kind of symbols you have, how team members behave, somebody tries to be a leader, other people have to listen. I really like that game, and I really liked feedback session after the game.	I do not remember one exact activity. There were many discussions. If we are talking about productivity of these sessions, I think you must more focus on specific details, on daily work, how to achieve the targets, for example. One session there was very good game.	The members really liked that sessions when they can talk about their daily job, how they are interacting with clients, about different situations what happened during the work. These activities are really useful because you hear about real practical examples when you can learn from a real experience. Useful and interesting was team building on the second session. This game could be repeated more often.	Communication with the team	I could not focus on one or two activities, usually we were talking a lot.
3. As a result of your participation in the Programme, what are the most significant things you	The most important thing I understood was how to listen to understand what team members are trying to	When you are working every day, you forget simple things. Sessions were the time of	Sometimes it was good to stop, because these sessions were like a brake, you can see how	As a team leader I should be louder. Cooperation between all parts are	Since I was a new employee in the company, when we start coaching sessions for me

	understood and/ or learned about?	say, why they said that and only after that express your own opinion. If you want to be a leader you need listen everybody, make everybody feel important, involved in the process and part of the team, and only after that you can try to be a leader.	thinking. I understood that many people know how to work, but when you start working you do not do the right things.	you are going jobs, what is your approach, what strategy you are using so I can say that I learned to understand that it is important from time to time to make these brakes and reflect on how you are doing things what you can improve.	important for me. This programme showed us that our management and time planning skills should be better.	it was good to know the colleagues. Planning, we shared the experience with the colleagues and now I start planning before and I make a plan for the next week. I took this example from my colleague. The second is dealing with unexpected problems or lack of motivation, how other colleagues deal with these problems. In sales the problems are similar and you can learn from your colleagues a lot.
4.	Since completing the Programme how your abilities to communicate information, provide support and reach agreement have been changed?	They are really changed.	My target at this moment to do planning The programme was the time when you restart your brains or rethink about your daily work	I cannot say about these abilities, may be they were not changed.	This programme also showed that sometimes you think that your colleague understood you, but actually he did not. This programme showed that the daily tasks still need to be improved.	Communication between the colleagues became stronger, during our every month meetings I realized that I am a little bit more brave to say my opinion, what I am thinking, I am not afraid to defend my opinion as it was before. This is may be not only because of the programme but because of the end of my adaptation process as well. Coaching program was extra on boarding process, you have more time to speak to your colleagues.

5.	Are you doing any things differently this year? If yes, can you give an example of how you are doing things differently	I always try to listen because previously I had my opinion and my opinion is right and I used to say what others should do. Now I try to listen and to make other person feel involved. I try to be a team member, not a leader	I improve my planning. Planning is a starting point of the future success.	I ask questions and listen more and speak less. I try little by little to do things differently, so it is still in learning process.	Trust but double check, because the information goes directly to the customer.	Communication between the colleagues became stronger, during our every month meetings I realized that I am a little bit more brave to say my opinion, what I am thinking, I am not afraid to defend my opinion as it was before. This is may be not only because of the programme but because of the end of my adaptation process as well. Coaching program was extra on boarding process, you have more time to speak to your colleagues. Secondly, plan my day differently
6.	What could be changed in the Programme to make it more valuable?	The programme lasted long time. It would be better if sessions were very week. It would be much easier to understand what you have received from the programme and how the programme helped you. Skype sessions were not really good. The sessions should be live	Need more deep focus on real situations in the exact company where the programme is going on.	It is better to have regular sessions in, for example three weeks with concrete topic. If we knew a topic of the next session we could think about this topic before the session. After each session we had the questionnaire, but it could be also very good to have a summary to repeat key takeaways after the session. A few days after the session you are discussing and try to apply, then next week you have many things to do and you forget what you	Before the programme it is necessary to make analysis what is important for us.	I would prefer to have real sessions. I think that Skype sessions are not effective when we are talking about coaching. When you are face to face, you can see the coach, your colleagues, their reactions. Real sessions are more effective that virtual ones. If the goal is to increase sales, maybe it is useful to study some cases. Have real situations. When we have exercises which are near to our

				talked about.		daily work, it was really influencing. For Skype: all participants should be with open camera, it is important to establish the rules how the session is going.
7.1	Did you know about coaching before the programme? Do you plan to continue getting knowledge about coaching, participating in other coaching sessions, or training as a coach?	7.2. At this moment no, but in future why not. It is rather interesting to teach other people. (train as a coach)	7.1. I knew about coaching, but I participated in the coaching programme first time. 7.2. It is interesting, you need to learn something new all the time Yes	7.2. I think I got enough about coaching in this work environment.	7.2. My suggestion is when we have team meetings once per month or two months when we are all together to have coaching sessions also.	7.2. I definitely would go to some more coaching sessions in the future. But I am most interested in coaching sessions which help me develop my leadership skills.
7.2.						
8.	Would you recommend the other people to participate in the coaching programme like this one?	Yes, I would advice	Yes	In general, coaching idea is good. The programme should be adapted a little bit to industry and a company	This is an external activity and it would be good to see different approach.	Yes, because I see it quite useful
9.	Does a coach need to possess business knowledge in providing coaching programme?	I believe, yes, of course. In this case, a coach can understand a business situation.	I think yes, because a coach must understand how the things are going.	Yes, I think it would be helpful if the coach has experience in manufacturing or in construction field.	Yes. Coach should be better prepared by our HR department	Yes, it is important because he can think in more similar way
10.	Are there any other issues you would like to raise before we finish?	I found some points in the programme which were really helpful. Listening is the most important thing I took from this programme. The coach should be clearly informed about objectives. I liked the sessions and I probably would do it one more time.	For me this programme was a little bit open eyes. Coaching programme was very attractive, not very deep. I do not why.	Nothing	The programme is useful. I feel that coaching as having a dialogue and identifying the things that should be done is very useful especially for the sales teams, and for task work environment.	The good start for the programme is to say how the sessions help us to grow.



07 July, 2020

Subject: About testing the results of a doctoral dissertation

This letter certifies that the methodology for assessing the impact of coaching interactions on a company's performance elaborated by Angelina Roša as a part of a doctoral dissertation research at Riga Technical University was tested in Hilti Complete Systems UAB, Lithuania. The testing took place in the course of the coaching programme from June to December, 2018.

The testing showed that this is a topical methodology of practical interest. We believe that the methodology elaborated by A. Roša can be recommended for its implementation in companies as a practical tool to assess the impact of coaching interaction on a company's performance and track return on coaching.

Signature

Igor Gaspar

General manager

Hilti Services Limited SIA

A handwritten signature in blue ink, appearing to read 'Igor Gaspar', is written over the printed name and title.