

**RIGA TECHNICAL UNIVERSITY**

Faculty of Engineering Economics and Management

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

**Summary of the Doctoral Thesis**

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# **DOCTORAL THESIS PROPOSED TO RIGA TECHNICAL UNIVERSITY FOR THE PROMOTION TO THE SCIENTIFIC DEGREE OF DOCTOR OF SCIENCE**

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I hereby declare that the Doctoral Thesis submitted for the review to Riga Technical University for the promotion to the scientific degree of Doctor of Science (Ph. D.) is my own. I confirm that this Doctoral Thesis had not been submitted to any other university for the promotion to a scientific degree.

Angelina Roša ..... (signature)

Date: .....

The Doctoral Thesis has been written in English. It consists of an Introduction; 4 chapters; Conclusions; 27 figures; 17 tables; 20 appendices; the total number of pages is 125, not including appendices. The Bibliography contains 167 titles.

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# 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 organisation'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).

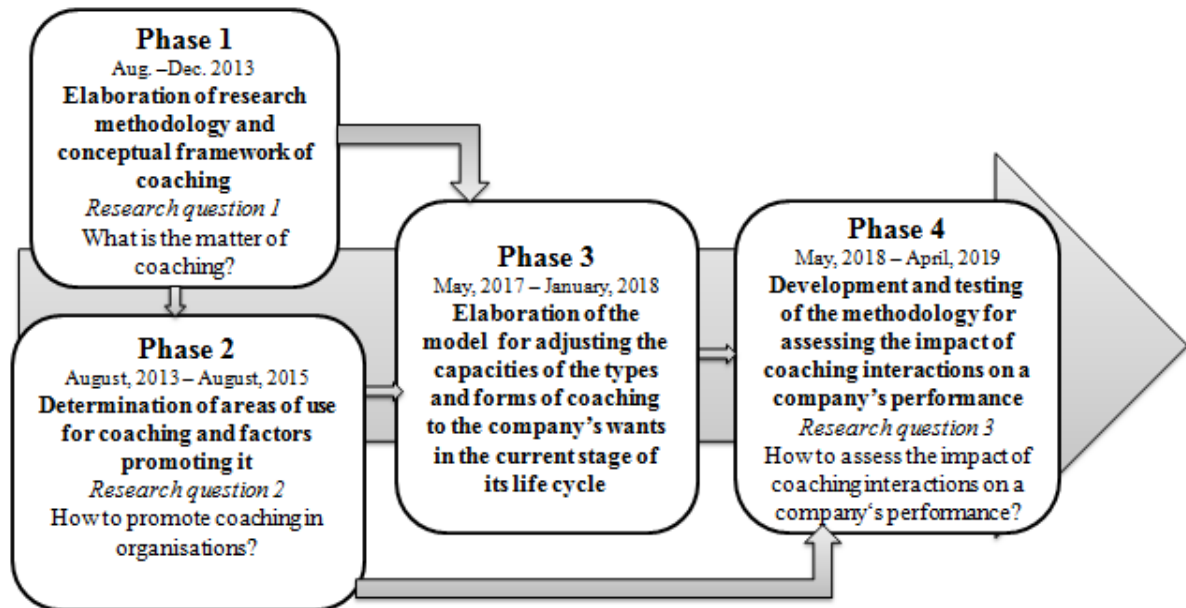


Fig. 1. Research design (Created by the author).

### **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 organisation'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 (see 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 (Rosha), 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).
5. Rosha, A., Lace, N. (2018). Relevance analysis of factors enhancing coaching interactions in organizations. *Entrepreneurship and Sustainability Issues*, Vol. 5, Iss. 3 pp. 480–492. (Scopus, Web of Science).
6. Rosha, A., Lace, N. (2017). Coaching as a facilitator of organizational sustainable development in the context of life cycle theories. *The 21st World Multi-Conference on Systemics, Cybernetics and Informatics, Proceedings*, Vol. II, pp. 19–24 (Scopus).
7. Rosha, A., Lace, N. (2016). The scope of coaching in the context of organizational change. *Journal of Open Innovation: Technology, Market, and Complexity*, 2:2 <https://doi.org/10.1186/s40852-016-0028-x> (Scopus).
8. Rosha, A., Lace, N. (2015). Sustainable Development and Behavioural Patterns: to Innovation through Coaching. *Journal of Security and Sustainability Issues*. Vol. 5, Iss. 2, pp. 171–180 (Scopus).
9. Rosha, A., Lace, N. (2015) Coaching and Other Practices in facilitating Organizational Change. *The 19th World Multi-Conference on Systemics, Cybernetics and Informatics, Proceedings*. Vol. I, pp. 88–94 (Scopus).
10. Rosha, A. (2014). External and internal conditions to promote coaching in organizations. *KSI Transactions on Knowledge Society*. Vol. VII, Iss.4, pp. 30–37.
11. Rosha, A., Lobanova, L. (2014). Piloting the research instrument to identify the conditions that promote coaching in organisations. *Trends Economics and Management*. Vol. VIII, Iss. 21, pp. 43–53.
12. Rosha, A. (2014). Internationalization oriented coaching activities promoting organisational changes in Baltic countries. *The 8th International Scientific Conference “Business and Management, Conference Proceedings”*. pp. 172–179 (Web of Science).
13. Rosha, A., Lobanova, L. (2014). Identifying conditions to promote organisational coaching in Latvia and Lithuania. *19th International Scientific Conference; Economics and Management, ICEM 2014, Procedia – Social and Behavioral Sciences*. pp. 183–185 (Web of Science).
14. Rosha, A. (2014). Peculiarities of manifestation of coaching in organisations. *Procedia – Social and Behavioral Sciences*. 110, pp. 852–860.
15. Rosha, A. (2013). The Similarities and Differences between Coaching and Other Targeted Interventions. *Ekonomika un uzņēmējdarbība*. Iss. 24, pp. 119–126.
16. Rosha, A. (2012). The Role and Place for Coaching among Other Targeted Interventions. *53rd Riga Technical University Conference, SCEE'2012, “Scientific Conference on Economics and Entrepreneurship”*, Latvia, Riga.

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.
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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.
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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.



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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.

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## ANNEXES

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

**Novelty 1. The concept of coaching was reconsidered and the definition of coaching was created based on *what coaching is* and *what coaching is not*.**

## 1.1. What Coaching Is: Different Views of Coaching

Coaching has become popular since the middle of the 20<sup>th</sup> 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. 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 findings for creating an integrative definition of coaching for making a joint platform for understanding its matter.

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. Having summarized the findings of the qualitative content analysis of the scientific literature, coaching 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. 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 self-directed learning, which takes place in coaching.

Online interviews were conducted via Skype from September to December 2013. In total nine coaches took part in this interview – four coaches from Latvia, three coaches from Lithuania, one coach from Poland, and one coach from Germany. The 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, counselling, consulting, therapy, and mediation), recipients of coaching, challenges and benefits of coaching.

The triangulation of findings in the literature analysis and the interview with coaches was conducted through their cross verification.

Table 1.1 shows the process and outcomes of the triangulation carried out in order to integrate the findings of literature analysis and interviews with coaches related to the aim of the process of coaching, which was further used for defining “coaching” from both perspectives.

Table 1.1

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

Findings of literature analysis	Results of triangulation	Findings of interviews with coaches
1	2	3
	<b>The aim of the process of coaching</b>	
<b>Coach driven objectives</b> The coach is to: <ul style="list-style-type: none"> <li>• create a culture of development and an atmosphere of learning (Popper &amp; Lipshitz, 1992);</li> <li>• establish such relationships with clients that enable them to learn more easily (Mink, Owen, &amp; Mink, 1993);</li> <li>• facilitate experiential learning (Hudson, 1999);</li> <li>• promote the enhancement of clients' self-directed learning (Grant, 2006);</li> <li>• 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 &amp; Fillery-Travis, 2011);</li> </ul>	<p><b>to facilitate clients' self-directed learning</b></p> <p><b>to promote knowledge creation by clients without purposeful knowledge transfer by the coach</b></p>	<b>Coach driven objectives</b> The coach is to: <ul style="list-style-type: none"> <li>• support a client or a group of clients in exploring the problem to be solved and promoting their self-awareness and potential;</li> <li>• be responsible for clients' learning environment;</li> <li>• stimulate clients' thinking process and growth;</li> <li>• become clients' partner in their thinking and learning processes without giving advice, ready-made solutions or teaching them too much;</li> <li>• ask questions to open clients' potential for finding solutions themselves;</li> </ul>

Table 1.1 Continued

1	2	3
<ul style="list-style-type: none"> <li>• maximize clients' personal and professional potential (ICF Code of Ethics);</li> <li>• equip clients with the opportunities they need to develop themselves (Peterson, 1996).</li> </ul>	<b>to disclose clients' potential and enhance awareness of new opportunities</b>	<ul style="list-style-type: none"> <li>• disclose clients' potential;</li> <li>• advance clients' awareness of their own capabilities;</li> <li>• provide new possibilities for clients' development.</li> </ul>
<b>Client related objectives</b> Clients are to: <ul style="list-style-type: none"> <li>• manage the process of acquiring knowledge and improving skills on their own (Clutterbuck, 1998);</li> <li>• improve their competences (Orth, Wilkinson, &amp; Benfari, 1987; Kilburg, 2000)</li> <li>• develop continuously and make desired changes (Peterson, 1996);</li> <li>• transform life and work experience for being able to do things in multiple and different ways (Grant, 2006);</li> <li>• be coachable (be open to the coach's assistance) for achieving the goals set (Kilburg, 2000);</li> <li>• recognize opportunities for improving their performance and capabilities (Peterson, 1996);</li> <li>• focus on self, job and organization related outcomes (Kilburg, 2000; Peltier, 2001).</li> </ul>	<b>to enhance knowledge</b>  <b>to transform clients' experience</b>  <b>to achieve the goals set</b>	<b>Client related objective</b> Clients are to: <ul style="list-style-type: none"> <li>• think and elaborate new concepts applying their knowledge and expertise;</li> <li>• find ways for solving problems based on their own experience without expecting suggestions from the coach;</li> <li>• become more capable to solve different types of problems for achieving their professional goals.</li> </ul>
<b>Coach-client interaction related objectives</b> The coach and clients are to: <ul style="list-style-type: none"> <li>• be partners in the process of exploration of problems (ICF Code of Ethics);</li> <li>• maintain collaborative partnership (Storey, 2003);</li> <li>• co-design the way of achieving mutually defined clients' goals (Storey, 2003; Kilburg, 2000).</li> </ul>	<b>to ensure collaboration between the coach and clients</b>	<b>Coach-client interaction related objectives</b> The coach and clients are to: <ul style="list-style-type: none"> <li>• trust and respect each other;</li> <li>• be partners in achieving clients' goals;</li> <li>• explore problems together.</li> </ul>

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, counselling, 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 subchapter.

## **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. The coaches were asked to compare coaching with mentoring, consultancy, counselling, therapy, and mediation based on their knowledge and expertise.

The qualitative content analysis of the texts of 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, councilor, and mediator).

Tables 1.2, 1.3, 1.4, and 1.5 contain the key categories developed in the course of qualitative content analysis of coaches’ answers. For clarity, the interviewed coaches were assigned codes (C1 for coach 1, C2 for coach 2, etc.).

### **Coaching vs. mentoring**

The analysis of the scientific literature indicates that mentor’s expertise in a concrete field and sharing knowledge with clients are key distinctive features of mentoring vs. coaching (Cox, 2013; Fleig-Palmer & Schoorman, 2011; Kempster & Iszatt-White, 2013).

The differences between coaching and mentoring revealed in the qualitative content analysis of the interviews with coaches are shown in Table 1.2.

Table 1.2

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

- **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.

### Coaching vs. consultancy

The literature review showed that despite the fact that coaching and consultancy frequently operate in the same environment, they vary in many respects. Providing recommendations and developing solutions ready for implementation are considered as the key distinctive features of consultancy as compared with coaching (Audet & Couteret, 2012; Gray, 2006).

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 (Table 1.3).



Table 1.3

**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 interviewees</i>	Knowledge holder (C7)	Expert(C2) Professional in his field(C3, C4) Knowledge holder (C7)
Process	Does not pass knowledge (C7) Asks questions to open clients' potential(C2, C3) Reflects on the clients' knowledge (C7)	Use their own knowledge, experience and elaborate new concepts (C7) Find solutions themselves (C2, C3)	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 interviewees</i>	Gives advice (C5)

- **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, does not 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.

### **Coaching vs. counselling and psychotherapy**

Scholars consider that while counselling and psychotherapy focus on clients' mental health and psychological problems (Gray, 2006), coaching deals with clients' mental growth and development (Grant, 2006; Grant & Cavanagh, 2004; Stober, 2008).

The comparison of coaching vs. counselling/psychotherapy, based on the qualitative content analysis of coaches' opinions, is presented in Table 1.4.

- **Expertise.** The psychotherapist must be a qualified expert in the 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 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.

Table 1.4

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

Domains	Coaching		Counselling/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"> <li>• Is future oriented(C2)</li> <li>• Uses positive experience of the past as a resource for the present or future actions (C3, C4, C6)</li> </ul>	Clients act in regard with their expectations (C1)	Often looks backwards and analyzes what happened and what problems might have been 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"> <li>• Provides emotional support (C1)</li> <li>• Is fully responsible for how he treats clients as a specialist (C8)</li> </ul>
	Is responsible for the creation of the appropriate facilitation environment (C3)	Are responsible for the results of facilitation activities (C3)	

### Coaching vs. mediation

Scientists believe that 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 (Peterson, 1996; Passmore & Fillery-Travis, 2011; McCarthy, 2014).

The explanation of the three domains regarding the comparison of coaching and mediation is summarized in Table 1.5.

Table 1.5

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

	Coaching		Mediation
	Coach	Clients	Mediator
Expertise	Expert in the process of coaching (C5)	Knowledge holder (C5)	Expert in managing conflicts of interests (C9)
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 of assisting the participants of a conflict situation to solve the problem in mutually beneficial manner.

## Conclusions

The literature analysis and qualitative content analysis of the interviews given by coaches show that researchers and coaches have similar views of distinguishing characteristics of coaching compared with other facilitating activities – mentoring, consultancy, counselling/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 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. counselling/psychotherapy.** Coaching is about dealing with clients' potential and personal growth, whereas counselling/psychotherapy tend to focus on preventing clients' negative early life experience, which can distress the present life.
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 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 the 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 designed for reaching consensus among conflicting parties (Coach 4).

The present subchapter has explored the features that distinguish coaching from other facilitating activities. However, there is also a considerable variety of types and forms of coaching. 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

**Novelty 2. Types and forms of coaching implemented in the workplace context are systemized for the needs of coaching in companies.**

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.

As has been shown before, coaching has undergone the influence of a number of disciplines and areas of knowledge, which has resulted in 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).

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. 1.1).

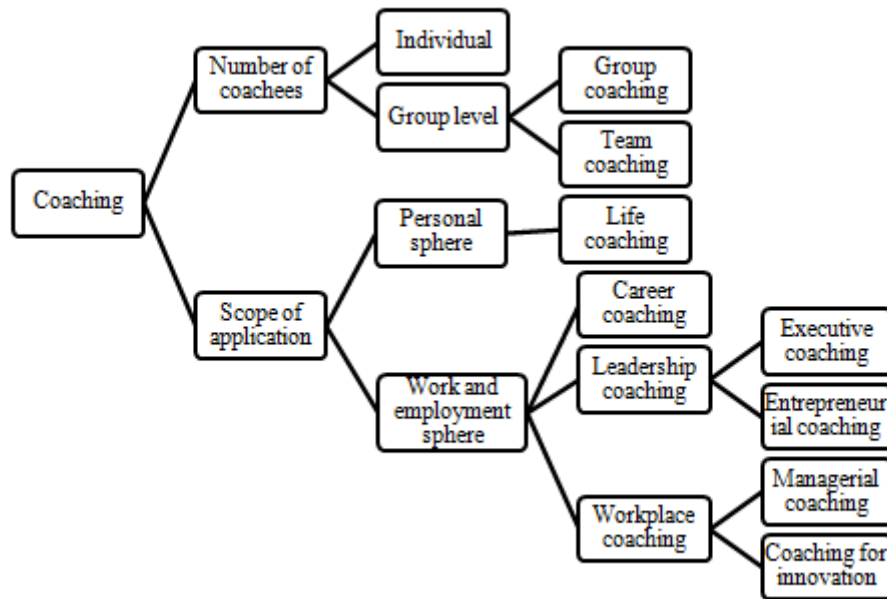


Fig. 1.1. The typology of coaching (created by the author).

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 individuals who share mutual goals and work closely 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 (2013) outline four key team coaching models developed by Hackman and Wageman (2005), David Clutterbuck (2007), Hawkins (2011), and Moral (2009).

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 – organisational 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 goal 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.

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 a 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, is used in Phase 3 of the research for the model 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 Chapter 3).

However, the 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 created based on the literature review in addition to the typology.

**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 Phase 3 of the present research in the questionnaire for the survey of the experts in coaching (see Chapter 3).

## **Conclusions**

This chapter answered Research question 1 – “What is the matter of coaching?” – by examining the scientific literature and analyzing the texts of the interviews with 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 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 coaching is used in a company and which are the favorable conditions that can promote coaching in a company.

## 2. PROMOTION OF COACHING IN AN ORGANIZATION

### 2.1. Areas of Management Where Coaching Is Used in Organizations

Based on the analysis of existing knowledge drawn from the scientific literature and from the survey of coaches, this sub-chapter 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 and 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).

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

- **Management development:** the coach uses questioning as a core component of the coaching interaction, 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).

The survey of coaches aimed to determine the areas of management where coaching is used, based on the coaches' experience. The survey was conducted from August to December 2013. Fifteen coaches from Latvia, Lithuania, Poland, and Germany participated in the survey.

The analysis of the scientific literature and the answers of coaches indicated **the areas of 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 results of both the literature analysis and the survey of coaches show that the main areas of use of coaching are performance improvement and development of leaders, managers and employees. The literature also proves that coaching can be successfully applied for innovation.

Nevertheless, the knowledge about the areas of management where coaching can be used is 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

Despite the growing body of evidence-based research investigating the conditions for effective coaching outcomes, little is known regarding the research on factors that promote coaching throughout the organization.

The analysis of the literature explores the key factors that influence the effectiveness of coaching interactions in organizational settings. Table 2.1 summarizes the conditions that are likely to have influence on the effectiveness of coaching.

Table 2.1

Conditions That Likely Have Influence on the Effectiveness of Coaching

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 his/her own development 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

The scholars define the conditions that influence coaching interactions from the perspective of both the coach practitioner and the coaching client. A particular focus is on the factors that the clients perceive as truly helpful, such as the ability of coach to employ appropriate techniques, the quality of relationship, the support system, and the personality of the coach. The conditions also capture the client's positive attitude to change, the receptiveness of the clients to outside help and the willingness to learn and change.

## 2.3. Advancing Coaching as a Systemic Activity in an Organization

### Novelty 3. Identification of favorable conditions to promote coaching in a company.

The literature review has identified a range of conditions that 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.

The questionnaire was prepared to assess the relevance of a variety of factors placed in different categories. There are 27 conditions that fall under five categories.

**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.

**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 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.

**Internal conditions at the level of organization** are related to the features of organizational culture such as goal orientation, support orientation, learning culture, relationship of mutual trust and openness, a culture of effective feedback. The conditions include:

- 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 for the job.
- 10.6 Relationship of trust and openness among the members of organization.

**The conditions at the level of groups** have collaborative focus. They comprise:

- 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.

**Internal conditions at individual level** are focused on the client. They involve:

- 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.

The survey was conducted from December 2014 to August 2015. In total 75 respondents from Latvia and Lithuania participated in the survey. The obtained data was analyzed by using SPSS and conducting correspondence analysis. Correspondence analysis aims to analyze the categories of external and internal conditions for promoting coaching in organizations and extract the most important factors. The results are presented in the form of a biplot. 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 the observed trends.

**Results.** Three types of conditions are analyzed under external indirect category. A correspondence map demonstrates that two external indirect conditions, namely, Q 8.2 and Q 8.3, are perceived by the respondents as more important conditions (Fig. 2.1).

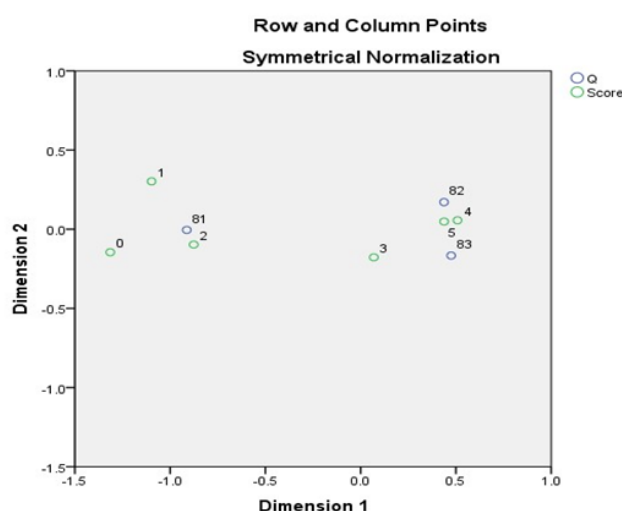


Fig. 2.1. A biplot displaying external indirect conditions and how they relate to the level of importance (created by the author).

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) (Fig. 2.2). This result leads to the conclusion that they are the conditions that respondents consider important. The literature provides empirical support to these findings. Bozer *et al.* (2013) prove that coaches' academic background and credibility positively relate to coaching effectiveness.

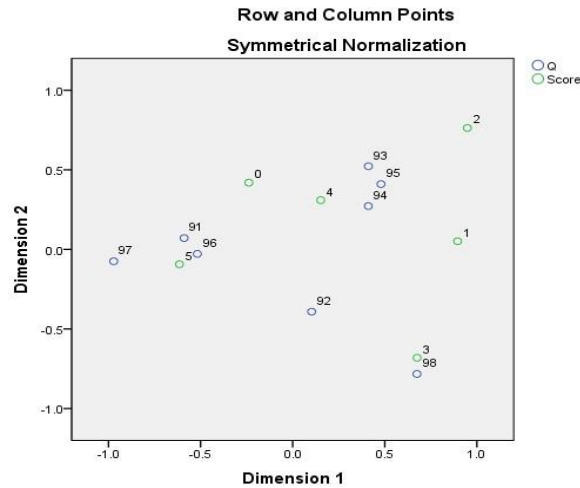


Fig. 2.2. A biplot displaying external direct conditions and how they relate to the level of importance (created by the author).

Internal conditions are analyzed under three categories: organizational level, group level and individual level. The biplot demonstrates the distribution of points for internal conditions at the level of organization (Fig. 2.3). 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).

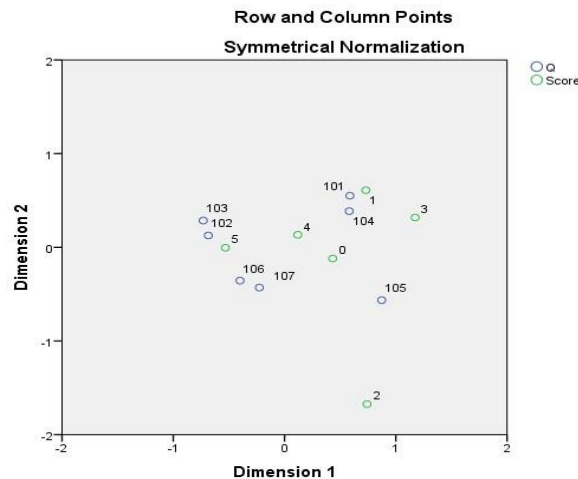


Fig. 2.3. A biplot displaying internal conditions at the level of organization and how they relate to the level of importance (created by the author).

The results for internal conditions at the level of groups demonstrate that the condition Q 11.4 (employees’ learning and development within groups/teams) is placed in the shortest distance from point “5” (Fig. 2.4). Respondents consider this condition as most important.

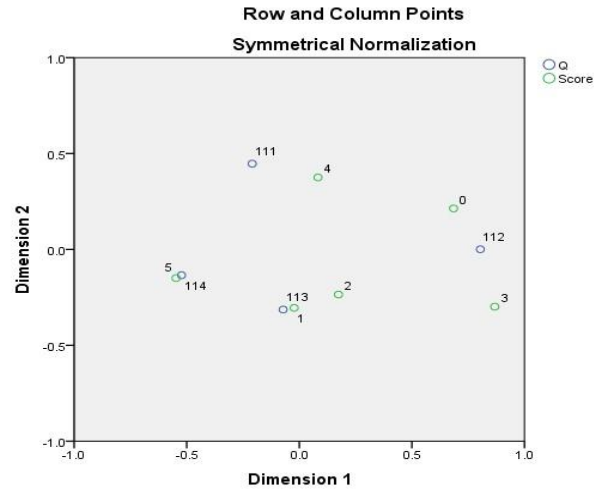


Fig. 2.4. Abiplot displaying internal conditions at the level of groups and how they relate to the level of importance (created by the author).

The results on the internal conditions at individual level demonstrate that “client’s involvement in 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 considered important conditions (Fig. 2.5).

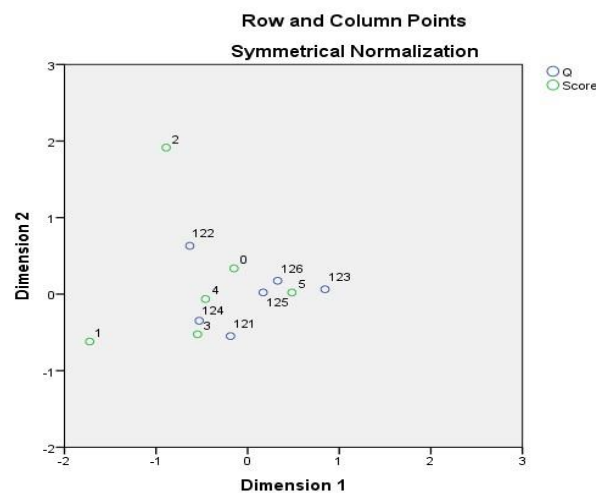


Fig. 2.5. A biplot displaying internal conditions at individual level and how they relate to the level of importance (created by the author).

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

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 organisation	Support of executives
	Motivation for acquiring new skills
	Culture of trust and openness
Internal conditions at the level of groups	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 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 Bozer *et al.* (2013), Rekalde *et al.* (2015), Smith and Brummel (2013).

### Conclusions

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

The availability of favorable conditions constitutes 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 further development and prevent from decline.

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

### 3. COACHING AS A TOOL FOR THE DEVELOPMENT OF ORGANIZATIONS

#### 3.1. Life Cycle Stages of an Organization

The sustainable growth and development of organizations is a topic of constant concern for the researchers. Knowledge about the organization's ongoing stage of development provides understanding about proper relationships between life cycle, strategy, structure, and performance (Lester *et al.*, 2003). It is claimed that if the organization intends to solve dominant problems effectively, the specific organizational structure, function, and decision-making processes need to comply with the life cycle stage.

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”.

A conceptual framework of a five-stage model of organizational growth was proposed by Greiner (1972). 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).

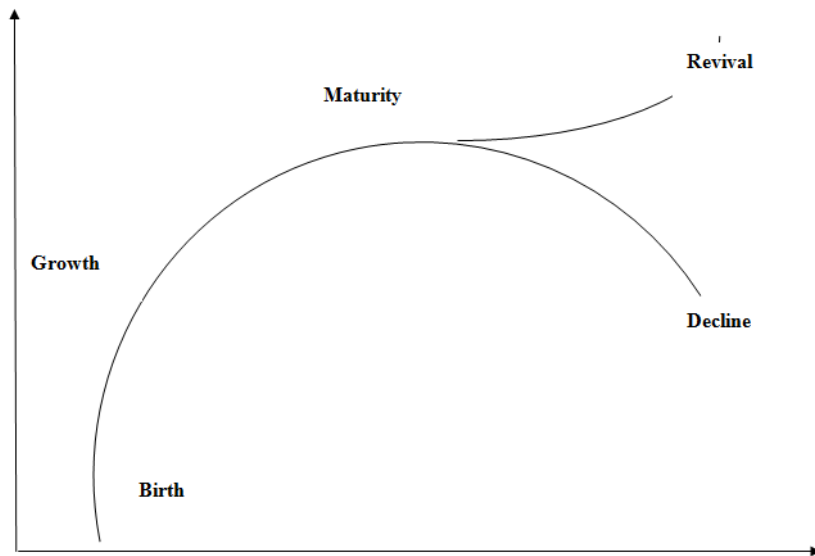


Fig. 3.1. A five-stage life cycle model, Miller & Friesen (1984).

Lester *et al.* (2003) have adapted and tested a five-stage model, which is appropriate for any type of organization and supports the work of Miller and Friesen (1984).

Each stage is characterized by a distinctive range of variables related to organization context, strategy, and structure.

The 1<sup>st</sup> stage (*Birth*) is the beginning of organizational development. 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.

During the 2<sup>nd</sup> 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.

Particular emphasis during the 3<sup>rd</sup> 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.

During the 4<sup>th</sup> stage (*Revival*) organizations experience a period of rapid positive growth. Remarkable changes take place in organization's strategy. Diversification, differentiation of product lines, and acquisitions in different industries characterize this stage.

When an organization stops growing, it moves to the 5<sup>th</sup> 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. Ignoring of renewal inevitably brings organization to continued decline and finally to the death.

Therefore, each stage of the company's lifecycle 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 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 insight into the specific characteristics of forms and types of coaching included in the typology (see Subchapter 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**

#### **Novelty 4. Adjusting the capacity of types and forms of coaching to the driving forces for the development of a company in different stages of its life cycle.**

The driving forces, which trigger the mechanisms and processes of advancing a company through different stages of its life cycle and prevent it from the decline, were explored and the capacity of different types and forms of coaching were adjusted to these drivers for accelerating them. 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 3.1.



Table 3.1

**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 organisational 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 features that may accelerate the driving forces for the company's development at each stage of its life cycle (Table 3.2).

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 everyday 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).

Table 3.2

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	+		+		+

**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). 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).

**Managerial coaching.** Managerial coaching encourages the 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. Therefore managerial coaching facilitates the improvement of employees' performance, and promotes internal communication and integration among managers and employees.

**Coaching for innovation.** McCarthy (2014) considers that the main use of coaching for innovation is in fostering development of innovation capability of an organization.

**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) 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.

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. 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 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**

The expert opinion survey was conducted from November 2017 to January 2018. The list consisted of 15 experts who were individually invited to participate.

The method of determining the competence of experts was based on a combination of different approaches: competence coefficients ( $k$ ); self-confidence evaluation; documented method.

1. Competence coefficients ( $k$ ) are calculated from the processed results obtained from experts. The competence of experts was estimated by the degree of consistency of experts' evaluation to the group evaluation. The coefficient was obtained by applying the following recursive formulae (Pavlov & Sokolov, 2005).

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

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

$$\lambda^t = \sum_{i=1}^n \sum_{j=1}^m x_{ij} x_i^t, \quad t = 1, 2, \dots, \quad (3.4)$$

where  $j$  is the running number of expert;  $i$  is the running number of questions;  $m$  is the number of experts;  $n$  is the number of questions;  $t$  is the step of calculations;  $x$  is the summarized responses. Calculations start with  $t = 1$ . The initial values of competency level are identical and equal to  $k_j^0 = 1/m$ .

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. Self-confidence evaluation is calculated as the average score by using information obtained from the experts' responses to 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.

Table 3.3 demonstrates results of the analysis of competence level of experts, which comprise competence coefficient, self-confidence average scores, and documented data.

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 3.4 and displayed in the diagram (Fig. 3.2).

Table 3.3

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

Expert's running number	Competence coefficient (k)	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	

Table 3.4

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

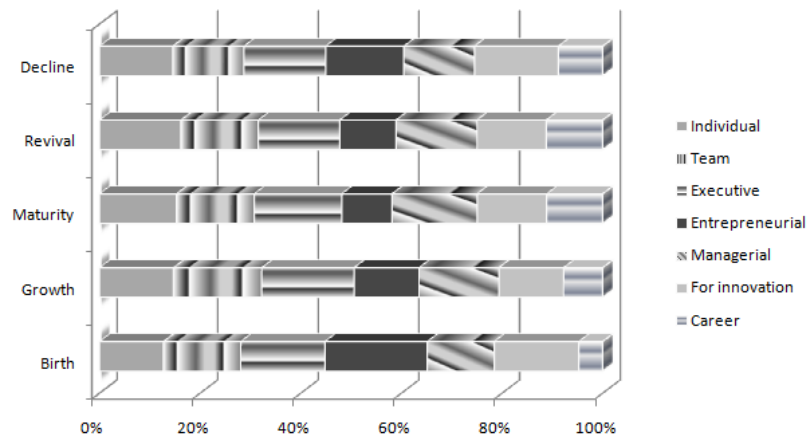


Fig. 3.2. Appropriateness of the use of forms and types of coaching to the life cycle stages of an organisation (based on experts' opinion).

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 organisation (Fig. 3.3).

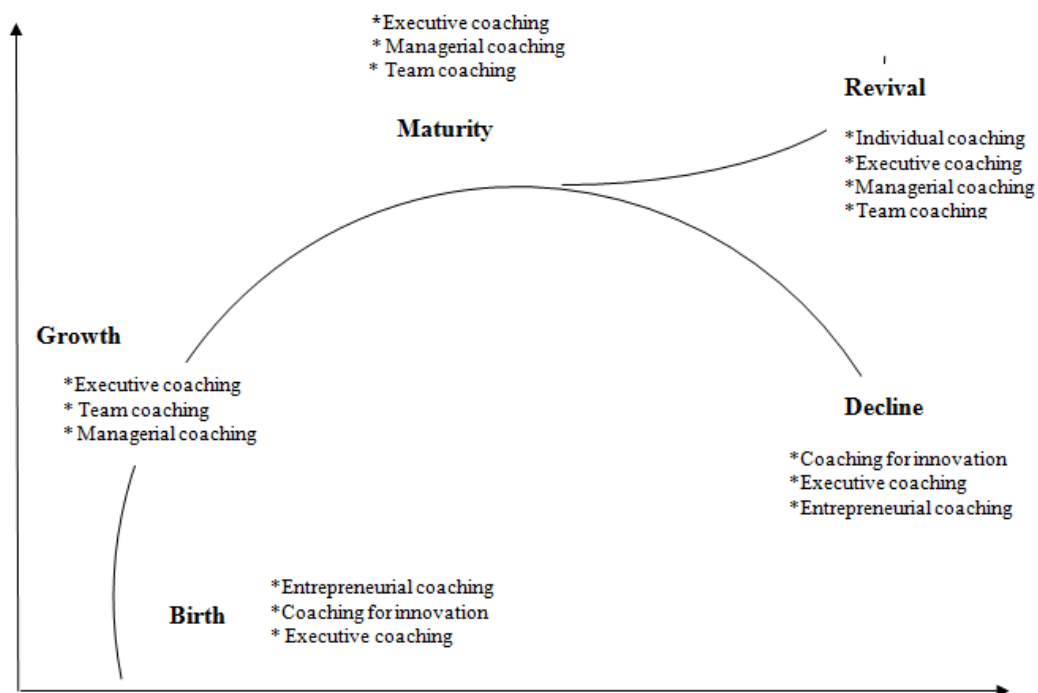


Fig. 3.3. A model for adjusting the capacity of different types and forms of coaching to the company's wants in development in the current stage of its life cycle (Created by the author).

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 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. Grant's study (2014) proves that executive coaching can facilitate the development of leaders to improve their leadership capability.

Considering the experts' evaluation of the appropriateness of the use of 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 the Revival stage 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.

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 Decline stages. 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. Based on the results of the survey, 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.

## **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 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 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 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. 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. The model was tested in four companies in Latvia.



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

**Novelty 5. 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 impact of coaching still remains insufficiently studied (Leedham, 2005; de Meuse *et al.* 2009; Myers & Bachkirova, 2019). 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 the light of the findings of the literature review (Bond & Seneque, 2013; Bozer & Jones, 2018; Cox *et al.*, 2014; Grant, 2013; Grant, 2014; Jones *et al.*, 2016; Lawrence & Whyte, 2014; Tooth *et al.* 2013), 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.

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.

Based on the abovementioned principles, the framework of the methodology to assess the impact of coaching interactions on a company's performance was elaborated (Table 4.1)

The framework for the methodology for assessing the impact of the coaching interactions on a company's performance provides insight into the nature of the assessment of 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 individual, team and organizational levels enables to assess individual, team and company's performance against the objectives.

Table 4.1

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

Stage of the interactions		Method	Aim	Expected outcomes
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
Active stage	Before the first session	Pre-programme 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

## 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 described in Sub-chapter 4.1.

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

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 five stages of the live cycle, the descriptions of which were developed during the elaboration of the model (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 choice of the appropriate form of 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 coaching interaction**

Before the first coaching session, the direct and indirect external and internal conditions are determined. *The pre-program survey* of the participants of coaching interaction is designed to detect these favorable conditions.

After sessions the participants complete "After-session Feedback Questionnaire" The aims of the *feedback survey* 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 of the feedback surveys is the assessment of understanding of overall goals, which are established for coaching interactions.

In the middle of the coaching interaction the participants take part in *the mid-program group interview*. The aim of the interview is to evaluate the following:

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

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.

#### **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 long-term impact of the coaching program.

### **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 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.

The overall goals for the coaching program were related to the core business of the company 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 sales staff was divided into two groups due to the location of the salesmen. One group of salesmen ( $n = 7$ ) was located in 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 an on-site group ( $n = 7$ ) with face-to face coaching sessions and a Skype group ( $n = 8$ ) with distance coaching sessions.

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 Table 4.2.

Table 4.2

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

Stage/period	Method applied	Outcomes	
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 %). Mid-program group interviews (3 groups)  End-of-program feedback survey: response rate 68 %.	<i>Client-related favorable conditions:</i> – positive attitude to new knowledge; – receptivity to feedback.  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.  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.	<i>Potential obstacles:</i> – not all are motivated to take part; – not all fully understand how they can use the acquired knowledge.

Table 4.2 Continued

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.
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### Testing of methodology in the preliminary stage of coaching interaction

During the preliminary stage of the coaching program, the executives identified the needs and wants in the development of the company that are relevant to the Revival stage of the life cycle. Integration was defined as the primary challenge, which the company faced at the current period. 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

Based on the analysis of the *pre-programme 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 conditions, such as the positive attitude to new knowledge and receptivity to feedback.

The analysis of the data revealed also the potential challenges that could negatively affect the delivery of the coaching program: 1) not all participants of the coaching program were motivated to take part; 2) not all participants could fully understand how they would use the knowledge acquired in the course on the coaching program.

*After-sessions feedback surveys* provided the assessment of the parameters, which could have impact on the results of the coaching program.

1. Dynamics of the goal understanding.
2. Usefulness of the program.
3. The level of satisfaction.

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. The results of the end of program feedback survey showed that all participants perceived the impact of the coaching program on their awareness and behavior in varying degrees (Fig. 4.1).

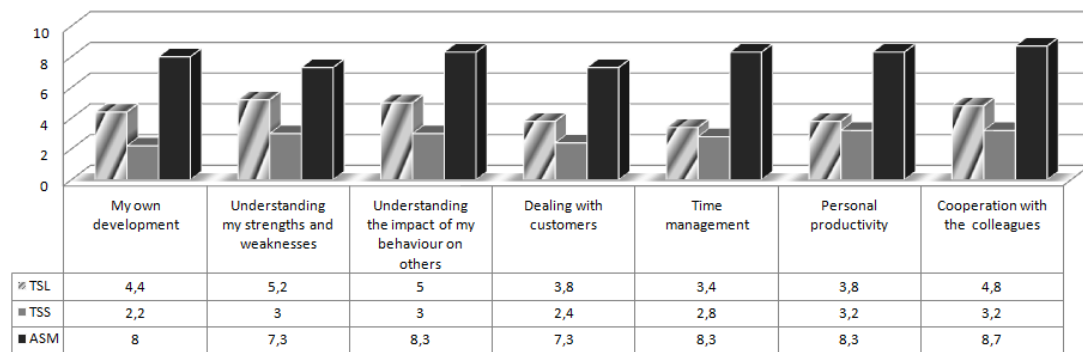


Fig. 4.2. Impact of the coaching program (based on participants' opinions).

The program had greater impact on the team leaders in their cooperation with colleagues. This result may indicate the change in understanding of the team leaders about the influence of their behavior on other individuals. The results also demonstrate that the program had an impact on self-development of the team leaders, improved their time management skills and enhanced their personal productivity. On the other hand, the sales staff pointed out a lesser impact of the program.

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 showed that the participants of all three groups could indicate the cases of 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.

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

To assess the outcomes of the coaching programme and their impact on the company's performance, 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. The control group had the same goals that were established for the coached group, but the control group worked to achieve these goals without being engaged in coaching interaction. Table 4.3 demonstrates the comparison of the performance of the coached and control groups by established goals.

This comparison showed that the coached group demonstrated the increase in their performance when the program began while the control group did not show any changes and even slightly reduced their performance. In the middle of the program, the variability in the performance was observed in the coached group, the same process occurred in the control group.

Table 4.3

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

Coached group	Control group
<b>Goal 1. Direct sales</b>	
<i>June–August 2018</i> the number of visits increased	<i>June–July 2018</i> there was no change
<i>September–October 2018</i> slight decrease	<i>August 2018</i> the drop of 20 per cent
<i>November–December 2018</i> further fall	<i>September–October 2018</i> there was no change
	<i>November–December 2018</i> there was no change
<b>Goal 2. New VIP customers</b>	
<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
<b>Goal 3. New sales (NS) plan</b>	
<i>July 2018</i> <b>the best</b> monthly year-to-date (YTD) results at team level	<i>July 2018</i> team result not achieved
<i>August 2018</i> the plan was achieved	<i>August 2018</i> good team result: plan exceeded
<i>September 2018</i> slightly below the plan	<i>September 2018</i> team plan not achieved
<i>October 2018</i> good team result: plan exceeded	<i>October 2018</i> good team result: plan exceeded
<i>November 2018</i> <b>the best</b> monthly results at team level	<i>November 2018</i> team plan was nearly achieved
<i>December 2018</i> <b>the worst</b> result since June	<i>December 2018</i> <b>the worst</b> month of the year

However, the coached group demonstrated greater positive dynamics in achieving two out of three goals. In spite of the fact that the ambitious goal 2 had not been achieved, the coached group demonstrated improvement in the 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 poorer performance than the coached group. In July the coached group achieved the highest results in goal 3. It may provide evidence that coaching interaction made an impact on the performance of the program participants and accelerated 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, instead,

they demonstrated a 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.

*Individual interviews* with the participants of the 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.

Five respondents took part in the interview; they represented different categories of the program participants.

The analysis of interviews revealed that the impact of coaching interaction was manifested in 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.

### **Conclusions**

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 gives theoretical insight into the possibility of assessing the outcomes of coaching interactions, on the one hand, and provides a practical tool that enables companies to track return on coaching, on the other hand.



## 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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