

## Řízení výzkumného nástroje pro identifikaci podmínek, které v organizacích podporují koučing

### Piloting the Research Instrument to Identify the Conditions that Promote Coaching in Organisations

Angelina Rosha, Liudmila Lobanova

#### Abstract:

**Purpose of the article:** This paper aims to present both the procedure and the results of the piloting the questionnaire to identify the conditions under which coaching is likely to be promoted in the organisations.

**Methodology/methods:** To achieve the aim of the study, the extensive literature search was undertaken based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement and the conditions were identified from the selected articles. These conditions constituted the basis for the questionnaire for coaches and coaching clients. Piloting the questionnaire was conducted with a limited sample in order to check content validity.

**Scientific aim:** The aim of the research is to identify the conditions that facilitate the promotion of coaching in the organisations of Latvia and Lithuania.

**Findings:** As a result of piloting the questionnaire the clarity of layout and instructions were checked, irrelevant questions were identified and uncertainty and poor wording were eliminated. The experts could evaluate all conditions. The highest score got the conditions that were connected with the willingness to learn and develop

**Conclusions Limitation:** The construct validity and the criterion validity of the questionnaire were not checked since it was not the aim of the piloting.

**Implications:** The designed and piloted questionnaire will be used for the survey of coaches and coaching clients. Sampling list of coaches is prepared preliminarily; it is comprised of coaches from Latvia and Lithuania who are the members of associations of coaches. Sampling list of coaching clients will be created simultaneously. However, it would be done all possible to select a sample large enough for statistical analysis.

**Keywords:** organisational coaching, human resource development, promotion, the PRISMA statement, piloting the questionnaire

**JEL Classification:** M15, M21

## Introduction

Coaching, in spite of its focus on a single client, is essentially an organisational intervention (Haan *et al.*, 2011). Coaching promotes desirable and sustainable change for the benefit of both individuals and organisations (Cox *et al.*, 2011).

There is proof in evidence based literature that coaching positively impacts on organisational performance. Coaching is generally associated with increase in performance, it also influences employee's job commitment by reinforcing self-esteem and personal performance, by helping to identify and value opportunities for learning and by clarifying and strengthening their career opportunities (Clutterbuck, 2009). Berg and Karlsen (Berg, Karlsen, 2011) showed that with the help of coaching, managers will create new insight, develop new knowledge and skills, gain new insight into the key capabilities necessary to achieve the desired results.

Although it is generally accepted today that coaching is a valuable tool for improvement of organisational performance, coaching is still a relatively new professional field in Latvia and Lithuania. The interest in coaching among organisations is growing; this is proved by the increasing number of leaders and managers participating in different coaching events. Coaching in Latvia and Lithuania is viewed from different perspectives – as means of achieving one's individual goals, business targets, implementing change management, etc. However, in spite of the growing interest, information on coaching is not widely spread and the concept of coaching is not fully understood.

This paper aims to present the results of the piloting the research instrument to identify the conditions under which coaching is likely to be promoted in the organisations. A brief review of the key literature is provided at the beginning of the article. Then the article describes in detail the methodology for developing the research instrument. Results and discussion part outlines the results of the piloting the questionnaire and debates about the degree of importance accorded to the conditions to promote coaching in organisations.

## 1. Literature review

A number of definitions have been proposed for coaching. Although coaching has become incredibly popular, there is still a lot of uncertainty and vagueness around what coaching is really about. There is certainly no consensus on a definition of coaching

(Ladyshevsky 2010) and no agreed approach to the definition (Passmore, Fillery-Travis 2011). The scope and purpose of a 'typical' coaching intervention still remains difficult to define (Kempster, Iszatt-White 2013).

Coaching is generally defined as a support structure based on a close interpersonal relationship leading to learning and the development of potential, often within a context of change (Audet, Couteret, 2012). For Garvey *et al.* (2009), coaching is increasingly linked to leadership development, transition and change. Coaching studied in this paper is well described by the definition of Cox *et al.* for which coaching is "...a human development process that involves structured, focused interaction and the use of appropriate strategies, tools and techniques to promote desirable and sustainable change for the benefit of the coachee and potentially for other stakeholders" (Cox *et al.*, 2011).

The overall aim of coaching is to promote learning and change (Haan *et al.*, 2011). As an action-oriented development process, coaching focuses on encouraging the coachee to experiment with new behavior options, and to seek feedback on the outcomes of those new alternatives by conveying confidence in the executive, providing support, and establishing feedback channels (Bozer *et al.*, 2013).

Cox (2013) considers that coaching begins and ends with the client's experience: specifically workplace experience or whole life experience, and in between is a complex process of phenomenological reflection enhanced by critical thinking.

One important principle that distinguishes coaching from other targeted interventions is that in coaching individual has the capability to find solutions to his or her problems through increased awareness. The coach is a facilitator whose aim is to help the coachee to increase this awareness. (Moen, Federici, 2012). Coaching is an alliance where the client is an expert in the matter, while the coach is responsible for the process. The coach does not share their own experience of the situation with the coachee; the coachee finds the way to achieve the goal by himself/herself (Rosha, 2014). Coaching is a process of partnering someone in his / her thinking and learning without giving advice. This statement may be considered as a distinctive point between coaching and other facilitating activities.

Coaching differs from consultancy. Consultancy seeks to provide managers with ready-made answers to specific problems, without necessarily aiming for learning outcomes. Conversely, coaches provide no direct answers to problems, but create a context of learning.

As it has been stated by Kempster and Iszatt-White (2013), a mentor acts as a trusted guide guiding a person based on the mentor's own wisdom, experience and position. In contrast, in coaching the emphasis is made on providing space and resources to help people consider their own issues and arrive at their own solutions. Trenner (2013) argues that coaching is not about 'telling' or 'advising'. By contrast, a mentor will provide advice and guidance based on their own experience. In organizational context, delineation between coaching and mentoring may be blurred. Mentor and coach can be the same person. Coaching can be introduced at the top of the organization and mentoring structure can be built at the lower levels of organizational hierarchy (Rosha, 2014).

The result of the research conducted by Bond and Seneque (2013) was the placement of coaching within a comparative conceptual framework of practices that promote management and organizational development, such as managing, consulting, mentoring and facilitating. Bond and Seneque draw a conclusion that within this broader framework coaching can be one in a range consider when seeking improving organizational effectiveness and efficiency.

Academia acknowledge and affirm the multidisciplinary roots of coaching (Ives, 2008) and consider coaching a unique synthesis of such disciplines as learning theories, adult development, behavioural/social sciences, leadership and management sciences, communication techniques, which in combination create their own knowledge base. In addition to its multidisciplinary origin, coaching is highly diverse in terms of application, including a fast growing type of "coaching style work" within many other professional fields (Bachkirova, 2014). In organisational context coaching can be used for various purposes.

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

Executive coaching requires a greater degree of time and energy than other training methods. Moreover, executive coaching typically requires a high degree of involvement on the part of the executive. It is the executive's responsibility to complete

homework assignments, engage in stretch assignments and ultimately change his or her behaviour (Smith, Brummel, 2013).

Baron and Morin (2010) noted that reviews of the literature on executive coaching have proposed six stages for an effective coaching process: (1) establishing a relationship of trust between the coach and the coachee; (2) evaluating the coachee and the professional setting in which he or she works; (3) providing feedback on this evaluation to the coachee; (4) establishing a development plan and setting goals; (5) implementing the behaviors to be developed or improved; (6) evaluating the progress achieved.

*Entrepreneurial coaching.* Among the wide range of tools available to entrepreneurs, coaching is increasingly popular as a support structure. It addresses the limitations of "classic" support measures predicated on passive absorption of knowledge. Coaching, on the other hand, encourages entrepreneurs to put their own strategic vision into action (Audet, Couteret, 2012). Entrepreneurial coaching is defined as individual support for at entrepreneurs whose firms are at the start-up or early growth stages. It appears to be a sufficiently customized way to help novice owner-managers develop their managerial skills. The coach can play the role of facilitator and catalyst (Audet, Couteret, 2012).

However, yet most small business owner-managers know very little about coaching, probably because its effectiveness has not yet been proven (Audet, Couteret, 2012).

*Team coaching.* Team coaching is distinct from individual coaching because in team coaching, the team as a whole is the client and collective performance is the goal, versus the individual focus of one-on-one coaching. Peters and Carr (2013) outline four key team coaching models: Hackman and Wageman (2005), David Clutterbuck (2007), Hawkins (2011) and Moral (2009). These models relate back to the team effectiveness literature and provide guidance to team coaches. Under Hackman and Wageman theory, coaching is only effective when the conditions for team effectiveness have been properly set up. Clutterbuck's theory sees the role of the team coach as a catalyst to stimulate open dialogue in the team. The model suggests that a team coach can discuss and provide support for the team to define its purpose and priorities, understand the environment, identify barriers to performance, create a team learning plan, develop confidence and internalize coaching (Peters, Carr, 2013).

## 2. Methodology

To achieve the aim of the study, that is to determine the conditions that promote coaching in organisation, the conditions that are considered favorable were selected from the literature. These conditions constituted the basis for the questionnaire for coaches and coaching clients.

In order to decide which articles to include in the analysis, the extensive literature search was undertaken based on the PRISMA statement. PRISMA stands for Preferred Reporting Items for Systematic Reviews and Meta-Analyses. It is an evidence-based minimum set of items for reporting in systematic reviews and meta-analyses. First, the available articles on coaching from scientific databases EMERALD, SAGE, etc. were selected. Full articles were screened and the articles which did not contain the word 'condition' in the text were excluded. Then the remaining articles were assessed for inclusion criteria. The articles that discussed conditions not related to coaching promotion were excluded from the list. The final list of articles was prepared for the final analysis. For the purpose of this study it was suggested that the conditions that favour the effectiveness of coaching could be the conditions that promote coaching. Therefore, the conditions that are considered as effective in the analyzed articles constituted the basis for the questionnaire for coaches and coaching clients.

### 2.1 Questionnaire for coaches and coaching clients

*The aim of the questionnaire* is to identify how coaches and coaching clients perceive the importance of conditions that are likely to facilitate the promotion of coaching in organisations.

*Questionnaire design.* The questionnaire consists of three sections. The aim of the first section is to gather the information to create the profiles of respondents of two target groups: coaches and coaching clients.

The section 1 for coaches consists of three closed multiple choice questions. Check boxes are used for multiple selections. Firstly, coaches are asked to identify their professional position. Taking into consideration that coaches can combine coaching practice and employment in other areas, they are asked to select all appropriate variants. The second question is focused on the professional qualifications in coaching. The coaches will be able to select both academic qualifications, i.e. Master degree in coaching and / or Bachelor degree in coaching, and non-academic qualifications provided by both

International Coaching Federation (ICF) and other coaching professional bodies. The third question indicates the period of professional engagement. Thus, the created profile of the respondents gives opportunity to compare the opinion of coaches with different professional positions, qualifications and engagement.

Section 1 of the questionnaire for the coaching clients comprises four multiple choice questions. They are focused on professional position and engagement of the respondents, at the same time the section contains two questions that enable to gather information about the size of the enterprises and the industries where coaching is mostly used.

Section 2 of the questionnaire contains **closed-ended importance questions. Coaches and clients are asked to rate the importance of the conditions that are likely to facilitate the promotion of coaching in organisations, on a rating scale of 1 to 5. These questions enable to better understand what hold significance to the respondents, they also enable to make comparison and find disagreement in the perception of the importance of conditions.**

**A list of conditions includes** external indirect conditions, external direct conditions, internal conditions at the level of organisation, internal conditions at the level of groups and internal conditions at individual (client's) level. External indirect conditions incorporate the small and medium business support policies, continuing training in the enterprises and innovations in business, psychology and education. These conditions can indirectly affect the promotion of coaching in organisation. They were included in the list based on the recent European Union initiatives to support small and medium sized enterprises. Entrepreneurship 2020 action plan refers to coaching as one of the measures to support new businesses in crucial phases of their lifecycle and help them grow. External direct conditions are focused on all that might be associated with coaching service starting from the personality of coaches and finishing with dissemination of good practices. The conditions were involved on the basis of article analysis and the suggestions that were made by the experts during the questionnaire piloting. Internal conditions are presented at three levels: organisational, group and individual respectively.

*Piloting and modifying the questionnaire.*

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

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

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

### 3. Results / Discussion

#### 3.1 Analysis of peer-reviewed journal articles

96 available articles on coaching from scientific databases EMERALD, SAGE were selected. Full articles were screened and 68 articles which did not contain the word 'condition' in the text were excluded. The remaining 28 articles were assessed for inclusion criteria. 20 articles that discussed conditions not related to coaching promotion were excluded from the list. The final list from 8 articles was prepared for the final analysis (Figure 1).

The articles of the following authors were chosen for the final analysis: Haan, Culpin (2011), Baron,

Morin (2010), Audet, Couteret (2012), Kyndt, Dochy, et.al (2009), Bozer, Sarros, et.al (2013), Smith, Brummel (2013), Peters, Carr (2013), Baron, Morin *et al.* (2011).

Haan and Culpin study (2011) was dedicated to the investigation of helpfulness of coaching interventions. They tried to explore what clients tend to experience as truly helpful in coaching. Their conclusion is that clients perceive the helpfulness of their coach almost indiscriminately across all possible coaching behaviors. They defined the common factors in coaching such as:

- the ability of coach to employ many techniques, to use them well and at the right moment;
- the quality of the relationship or "working alliance" between coach and client;
- the support system of the client;
- the personality of the coach;
- client expectations of a positive outcome.

In this perspective it is suggested that general factors common to all good coaching predict helpfulness of coaching.

The aim of Baron and Morin study (2010) was to investigate the links between executive coaching and self-efficacy. Data were collected in a large international manufacturing company from 73 first and second-level managers over an eight-month period. Executive coaching was a part of a leadership development program using three training methods: classroom seminars, action learning groups, and executive coaching. The paper suggests that organizations should consider coaching from a systemic point of view that is, taking into account not only the design but also individual and situational variables.

The purpose of Audet, Couteret research (2012) is to examine the effectiveness of coaching as a support measure for young entrepreneurs and to identify the factors likely to have an impact on the success of coaching initiatives.

Based on literature, Kyndt and Dochy (2009) constructed a questionnaire that they presented to 126 human resource development HRD managers. These HRD managers indicated which learning conditions were actually present in the labor organisations.

Bozer, Sarros research (2013) provides greater insights about the type of individual outcomes executive coaching should achieve, and under which conditions coaching is likely to be more beneficial for participants.

Smith and Brummel study (2013) examined the impact of executive involvement in the development process, the influence of perceptions of competency developability and the effects of creating a formal individual development plan.

#### Analysis of peer-reviewed journal articles

Search strategy: A PRISMA flowchart

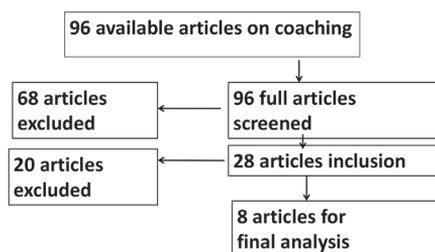


Figure 1 Analysis of peer-reviewed journal articles.

Source: Own work.

### 3.2 Piloting the questionnaire

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

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

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

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

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

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

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

Based on the experts' comments the following corrections were made: 1) the question about qualification in coaching has been complemented by International Coach Federation three credentials: the Associate Certified Coach (ACC), the Professional Certified Coach (PCC), the Master Certified Coach (MCC). This allows expanding the range of qualifications, since the qualification *certified coach* that was used in the question does not reflect the precise idea about knowledge, experience and quality of coaching provided by the coaches. 2) The second

amendment was concerned with the translation. The questionnaire was originally developed in English and then translated into Latvian, Lithuanian and Russian. The experts have been chosen in such a way as to check the quality of translation focusing on the clarity and equivalence in translation of the terminology. 3) To improve readability and clarity, two suggestions were taken into account in the layout of Section 2. It was advised to change the order of scales and to add instructions in each part. 4) The question about innovations has been modified because it might cause confusion. 5) Some serious alterations have been made in the list of external direct conditions. Experts' recommendations enabled to relate emphasis between the coach's ability to employ various techniques and coach's personality.

Section 2 is the key part of the questionnaire. A list of conditions presented in this part is the subject of both the literature analysis and the experts' proposal. The arguments for inclusion the exact conditions in the list as well as the results of the experts' evaluation during the pilot study are presented below.

*External indirect conditions.* The choice of these conditions was determined by the following.

1) Small and medium-sized enterprises play a crucial role in the economy of the European Union in general and in particular in Latvia and Lithuania. As it was stated on the European Commission website, broad business support policy issues affect entrepreneurship and assist SMEs through networks and business support measures to promote successful entrepreneurship and improve the business environment and thus, realise their full potential in today's global economy. Entrepreneurship 2020 Action Plan aims to ease the creation of new businesses and to create a much more supportive environment for existing entrepreneurs. Coaching is proposed to apply together with management training and networking to support new businesses in crucial phases of their lifecycle and help them grow. The very mention of coaching in such high-level documents draws attention to it and certainly promotes coaching in organisations.

2) Continuous training and lifelong learning are regarded as crucial elements of competitive advantage of the enterprise. The importance of training and the adaptation of qualifications and skills are obvious. At the EU level in December 2008, the Commission launched the 'New skills for new jobs' initiative. The initiative took into account the growing importance of soft skills, such as problem-solving, analytical skills, self-management and communication skills as well as the ability to work in a team. The focus on the development of soft skills facilitates the promotion of coaching.

3) Innovations in business, psychology, education trigger the development of new approaches, techniques and models in coaching. These technologies are aimed at improving the effectiveness of coaching focusing on the reliability and sustainability of coaching outcomes. Effective coaching outcomes, which are the result of the innovative ideas in different areas, provide a strong argument in promotion of coaching in organisations.

In the experts' view, supporting continuing training in SMEs and innovations in business, psychology, education are more important conditions than the SME business support policies (Table 1.).

Table 1. Experts' evaluation of the external indirect conditions.

External indirect conditions	Total score
The SME business support policies	12
Supporting continuing training in SMEs	15
Innovations in business, psychology, education, etc.	14

Source: Own work.

*External direct conditions.* The following arguments were taken into account in selection of external direct conditions reflecting the quality of coaching service. Disseminating best practices is essential for building an effective coaching environment. It is a fact that only well-educated, skilled, credentialed coaches can ensure the environment that will forward coaching in organisations. However, presently, the title of "coach" can be used by anyone, whether or not they have completed coach training programs. Furthermore, coach training programs vary widely, from short online courses and weekend workshops, to a three-year academic masters-level program. Establishing professional standards for coaches will allow having clearer picture of the service provided by a coach. Professionalization of coaching is a complex and sensitive topic. Much work is done by the professional bodies to recognize coaching as a self-regulated profession. However, some scholars (Bachkirova, 2014) suggest that coaching presently is a market-regulated practice.

It is important to develop science-based coaching practices conducting research studies to determine the outcomes of coaching. Partnership between coaching professional associations and other professional organizations and government agencies expands consensus and supports community building and networking.

The system of professional supervision provides constructive feedback. 'Supervision in coaching can be broadly understood as being as a structured process for coaches designed to help coaches attend to improving the quality of the coaching, to grow their coaching capabilities and support themselves and their practice with the help of a coaching supervisor' (Grant, 2012).

Education and continuing training of coaching practitioners are the first steps in continuous improvement of the quality of coaching work. The ability to employ various techniques effectively and at the right moment may be considered as one of the components of quality. This statement was proved by the study conducted by Haan, Culpin and Curd (2011). They concluded that a broad range of techniques are deemed helpful. It was suggested that general factors common to all good coaching (such as the quality of the relationship or "working alliance" between coach and client, the support system of the client, the personality of the coach, client expectations) predict helpfulness of coaching, rather than specific behaviors, techniques, or models of coaching (Haan *et al.*, 2011).

In spite of importance of coach's ability to employ various techniques, during the piloting of the questionnaire, the expert mentioned that techniques are less important than the conversation itself, she also proposed to add such features as coach's personality and coach's emotional intelligence. As the result, the questionnaire was complemented by three more conditions: 1) coach's ability to hold coaching conversation that stimulates thinking, growth and

Table 2. Experts' evaluation of the external direct conditions.

External direct conditions	Total score
Disseminating best practices in coaching	18
Establishing professional standards for coaches	15
Research studies to investigate the effectiveness of coaching	18
Partnership between coaching professional associations and other professional organizations and government agencies	15
The system of professional supervision to oversee the work of the coach	15
Education and continuing training for coaches	19
Coach's ability to employ various techniques effectively and at the right moment.	18
Coach's awareness of business processes	11

Source: Own work.

change and leads to action; 2) coach’s emotional intelligence, i.e. the ability to recognize and monitor one’s own and other people’s emotions; 3) coach’s personality traits including self-esteem and self-awareness.

By experts’ opinion, education and continuing training for coaches, disseminating best practices in coaching and coach’s ability to employ various techniques effectively are considered the most important conditions to promote coaching in organisations. At the same time the experts do not think that coach’s awareness of business processes significantly influence the promotion of coaching (Table 2).

*Internal conditions* are considered at three levels: organisational, group and individual.

*Internal conditions at the level of organisation.* Apart from individual and team development, coaching can add value by facilitating organisational development (Rosinski, 2011). Coaching can help organisations identify the mechanisms to achieve growth that is best suited to their unique circumstances. Internal conditions at the level of organisation are related to the features of organisational culture such as goals orientation, support orientation, learning culture, relationship of mutual trust and openness, a culture of effective feedback. These components of culture create a favorable environment for the development of coaching culture within the organisation. Chartered Institute of Personnel and Development conducted the research on coaching in organisation. Under the research, it was stated that in order to be successful, coaching needs to have senior management support and to be visibly adopted at the highest levels. Empirical research (Baron Morin, 2010) has shown that, after training,

participants who reported a high level of support in their working environment were more likely to apply the knowledge and skills acquired in the training to their job.

By experts’ opinion, support of the senior management and individual’s motivation to learn and acquire new skills are the most important conditions to maintain and develop coaching culture at organisational level (Table 3).

*Internal conditions at the level of groups.*

Teams are a key structural component in most businesses today (Peters, Carr, 2013). That is why the conditions at the level of groups are likely to have significant impact on the promotion of coaching in the groups in particular and in organization in general. Team coaching is distinct from individual coaching because in team coaching, the team as a whole is the client and collective performance is the goal, versus the individual focus of one-on-one coaching (Peters, Carr, 2013).

The aim of team coaching is to support team members to structure their work and conversations to communicate well, make decisions and ensure the achievement of the optimal result through a joint effort of the group. Team coaching can also be the integral part of team learning. Therefore, the conditions that were selected for the questionnaire have collaborative focus. They are: high cohesion and good communication within team; collaborative planning; group decision-making; team-based learning. Cohesion is defined as emotional commitment to other team members (Peters, Carr, 2013). Interdependence and cohesion among the team members influence team effectiveness and performance and create the atmosphere of trust and mutual respect among the members of the group. Collaborative planning and group decision-making are key functions of many teams.

Table 3. Experts’ evaluation of the internal conditions at the level of organisation.

Internal conditions at the level of organisation	Total score
Goal-oriented organisational culture	16
Top management support for learning and development	20
Motivation to learn and acquire new skills	19
Requiring new skills acquisition because of organisational change	16
The opportunity to apply the knowledge and skills acquired in the training to their job	18
Relationship of trust and openness among the members of organisation	18
A culture of effective feedback	18

Source: Own work.

Table 4. Experts’ evaluation of the internal conditions at the level of groups.

Internal conditions at individual (client’s) level	Total score
Positive attitude to change	19
Being receptive to outside help	18
Willingness to learn and change	20
Feedback receptivity	19
Client’s willing to invest time and energy in the process	20
Client involvement in the process	20

Source: Own work.

Analyzing the experts' responses it is possible to conclude that conditions at the level of groups are perceived as less important in comparison with the conditions at organisational and individual levels (Table 4)

*Internal conditions at individual (client's) level.* Coaching is also very beneficial for individuals. Changes make employees become more responsible for their personal and professional development. They need to develop certain skills to better manage themselves by improving their own performance through their own efforts and will (Stokes, Jolly, 2011).

Internal conditions at individual level are focused on the client. Client engagement plays significant role in the success of coaching and extends coaching implementation in organisation. The success of coaching relationship have resulted from a set of 'winning conditions', among them client's positive attitude to change, receptiveness to outside help and willingness to learn and change. Being receptive to coaching and especially being open to change seem to be the main conditions for coaching success. (Audet, Couteret, 2012). Many individuals refuse all outside help on the basis that they prefer to remain absolutely independent. This is explained by the natural resistance to outside help. Audet and Couteret (2012) proved that the relationship of trust established between the coach and the client can neutralize the resistance to change. Commitment to the relationship appears to be a major success factor. Bozer et.al. (2013) explored the role of coachee characteristics in executive coaching for effective sustainability. They concluded that the coachee characteristics of learning goal orientation, pre-training motivation, feedback receptivity, and developmental self-efficacy are recognized as important predictors of coaching effectiveness.

Client involvement is an important prerequisite for promotion and successful implementation of coaching. The client is often considered ready when they (1) are willing to invest time and energy in the

process, (2) do the work of development even when it becomes difficult and (3) take personal responsibility for transferring what is learned into action for change on the job. These three components of involvement are critical to the success of an executive's development. (Smith, Brummel, 2013).

By experts' opinion, such conditions as willingness to learn and change, willingness to invest time and energy as well as client involvement in the process are the most conditions to advance coaching in organisation (Table 5).

## Conclusion

The paper presented both the process and the results of the piloting the research instrument, namely the questionnaire for coaches and coaching clients. The aim of the questionnaire is to identify the importance of conditions under which coaching is likely to be promoted in the organisations. The aim of the piloting the questionnaire was to examine the content validity in regards to factors such as relevance and clarity of language.

Literature review presented a general picture of the current state of coaching. It was concluded that in spite of its growing popularity, the scope and purpose of coaching intervention still remains difficult to define. For the purposes of this study, the definition proposed by Cox *et al* was adapted. Coaching was defined as a human development process that promotes desirable and sustainable change. Coaching is a process of partnering someone in his / her thinking and learning without giving advice. This statement may be considered as a distinctive point between coaching and other facilitating activities. However, in organizational context, delineation between coaching and mentoring may be blurred. In organisational context coaching can be used for various purposes. The purpose of executive coaching is to increase self-awareness and enhance learning, and thereby contribute to individual and organizational success. Among the wide range of tools available to entrepreneurs, entrepreneurial coaching is increasingly popular as a support structure. However, yet most small business owner-managers know very little about coaching. Team coaching is distinct from individual coaching because in team coaching, the team as a whole is the client and collective performance is the goal.

To achieve the aim of the study, the conditions that are considered favorable were selected from the literature. In order to decide which articles to include in the analysis, the extensive literature search was

Table 5. Experts' evaluation of the internal conditions at individual level.

Internal conditions at the level of groups	Total score
High cohesion and good communication within team	17
Collaborative planning	16
Group decision-making	17
Team-based learning	16

Source: Own work.

undertaken based on the PRISMA statement. As the result, eight articles were selected to the analysis. The conditions constituted the basis for the questionnaire for coaches and coaching clients. The aim of the questionnaire is to identify how coaches and coaching clients perceive the importance of conditions that are likely to facilitate the promotion of coaching in organisations.

Piloting the questionnaire was conducted with a limited sample in order to investigate whether the questionnaire is clear to understand and acceptable. Content validity was a central issue of the piloting. As a result the following changes were made in the questionnaire: a list of qualifications in coaching was complemented by International Coach Federation three credentials; the layout of Section 2 was redesigned; the question about innovations was modified because it might cause confusion; some serious alterations were made in the list of external direct conditions.

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**Angelina Rosha, M.Sc**

Information Systems Management Institute

1/6 Lomonosov Str, LV-1019

Latvia

Tel.: +371 2910 3035

E-mail: a.rossha@inbox.lv

**Liudmila Lobanova, M.Sc**

Vilnius Gediminas technical university

Department of International Economics and

Business Management

11 Saulėtekio al., LT-10223 Vilnius

Lithuania

Tel.: +370 5 274 4880

E-mail: liudmila.lobanova@vgtu.lt