

# COACHING IN THE FIELD OF BUSINESS MANAGEMENT

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**ABSTRACT**

**Background:** The article presents the research and its results concerning the perception of coaching as one of the effective tools for business managers. **Aim:** The aim of the paper is to highlight coaching as a powerful tool in the development of managerial skills and innovation potential. The aim of the research was to find out to what extent coaching is widespread among business managers, and whether it is accepted as one of the skills of managers, and if there exist relationships between the age and the individual elements of coaching in terms of work of a business manager. **Methods and sample:** The research was performed in 2019 via a questionnaire method (the KKMP questionnaire), combining quantitative Likert scaling with closed statements. 169 business managers from Slovakia voluntarily participated in it. **Results:** The results of the research confirmed the existence of statistically significant links among the individual elements of coaching in the business manager's work, and between the individual elements of coaching and the age of business managers in terms of their work. The results confirmed that managers, in general, should not undervalue the potential contribution of coaching to company and individual attributes in any age range.

**Keywords:** human resources, coaching, business managers, management, development of coaching

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## INTRODUCTION

Companies are aware of the connections between performance, competitiveness, and human work potential and are increasingly concerned with monitoring, analysis, formation, and appropriate use. Innovative work potential is characterized by a high level of utilization of talent, innovation, creativity, entrepreneurial thinking and flexibility, skills, knowledge, motivation, experience, and independence. Utilizing the potential and developing the human resources of individuals are strategically necessary and can guarantee the success of the company now and in the future. Individuals and their innovative potential are one of the most valuable assets of organizations. Activities aimed at developing the working potential are reflected in the strategic goals of the organization, and therefore, the management of the company itself is the bearer of the philosophy of using and developing the potential of workers.

Coaching, as a way of supporting abilities development and skills of managers and employees, individuals and groups, is a targeted strengthening of potential development of an individual - it rightly receives attention not only among experts. According to Karpinská and Kmecová (2017), in coaching, we assume that individuals can choose the path their life will take. Jenčová (2018) states that since the goal of coaching is to fully utilize the potential of the coachee, regardless of the type of management, there is space for its use in the public sphere as well. Coaching focuses on where the coachee is currently and what he is willing to do to get to where he wants to be in the future.

## THEORETICAL BACKGROUND

Coaching is effective only under suitable conditions and in a favorable workplace climate. Luecke and Ibarra (2009), in the book *Coaching and Mentoring: How to Develop Top Talent and Achieve Stronger Performance*, state that the coachee has a desire to learn and improve with the help of coaching, but only in the case of three conditions, namely the so-called *mutual trust; accountability for results* and *motivation to learn* and improve. The first condition can be described as building trust and support, believing in the abilities of the coachee. The second condition is documenting the change and measuring results (either in your own tables, graphs, or corporate key performance indicators), which will show what and how the coaching helped the individual. The third point is motivation. The coachee must have a goal that the coach can help him achieve. Whitmore (2014) claims that an individual is willing to use his potential and work if he has enough support only and the organization does not introduce any restrictive measures or practices.

In the management literature, coaching is defined as a process in which managers impart advice and information and set standards to help other individuals. Organizations use coaching to develop talent to meet goals (Filler-Travis & Lane, 2006; Witherspoon, 2000); enhance employees' knowledge; strengthened the performance of the organization (Sherman & Freas, 2004); and reconciled needs with consumer requirements (Belás et al., 2016). The knowledge and skills requirements of individuals are variable, so they must be constantly educated. The formation of skills is becoming a lifelong process in today's society. According to Bělohávek (2000), the following development activities can be used: education and self-education (a form of knowledge-based learning or practical training aimed at developing skills; motivation (use of motivational tools to increase performance and the development of the worker); coaching (individual learning of the worker by another person, who will mainly affect his abilities and attitudes) (Birkner & Birknerová, 2014).

Whitmore (2014) states that the coaching process enhances the individual's potential and allows him to maximize his performance. The core is to achieve a better perception of reality and expansion in responsibility. Perception of reality and responsibility are two factors that influence performance and mindset. However, if a manager or coach does not believe that people's potential is greater than what is shown in their daily actions, they cannot help them use it. People must therefore be considered not only based on their performance but on their potential. Education represents a valuable investment in one's capital to acquire better performance and make the best use of natural abilities.

Therefore, the contribution focuses on coaching from the point of view of management. The idea of effectively managing yourself, but also others, does not lose its relevance.

Business managers with an emphasis on coaching ensure the development of employees and the company. In this way, it is possible to create opportunities to maximize efficiency (Doust & Ghadiri, 2016). A manager as a coach helps employees believe that they can acquire more effective and innovative skills (Baker, 2010; Ladyshevsky, 2010). Managerial coaching is defined as a human resource development strategy and is a dynamic process that improves job performance (Joo, Sushko & McLean, 2012). That's why advanced organizations pay a lot of attention to coaching and allocate considerable costs to this process. For example, most of the world's leading organizations and many large American organizations use different coaching styles to manage their employees (Vajargah et al., 2014).

The prevalence of coaching in today's organizations may be due to rapid changes in the organizational environment, such as globalization, technological advancements, and the nature of work. Although coaching has become commonplace in organizations over the past two decades, there is little empirical evidence of its outcomes (Sangari & Purvali, 2014). For managers interested in the motivation and advancement of employees in organizations, coaching can be an effective process. There are at least six coaching principles that seem to be universally accepted. Individuals who have strong beliefs, relationships, self-esteem, relation to development, and contacts insist on applying those principles that lead to profitability, motivation, job satisfaction, and engagement (Hajizadeh et al., 2022).

The reasons for the growing need to use the coaching approach and philosophy in today's organizations can be described as follows:

- Increasing the complexity of the environment and thereby increasing work problems and challenges.
- Failure of the usual abilities of individuals to respond to a dynamic and diverse environment.
- Expanding the service sector in enterprises and creating diverse working conditions related to the characteristics of the given area and constant attention to the quality of services.
- The immediate benefit from the on-the-job experience is to achieve optimal performance.
- Increasing the importance of knowledge management and the implicit knowledge transfer to employees during processes.
- The increasing willingness of employees to improve skills in their preferred career.
- The need for different methods to improve their knowledge and competencies (Ahrami, 2013).

Companies increasingly practice managers coaching employees, with research confirming positive correlations between coaching and organizational goals, employee satisfaction, and individual performance (Ellinger et al., 2011; Wheeler, 2011). Leadership contributions suggest that coaching is associated with effective managerial behavior and offers managers ways to implement leadership theories (Anderson et al., 2009; Hagen, 2010; Kinicki et al., 2011; Longenecker & Neubert 2005). Research has identified specific coaching behaviors as desirable in leaders, such as:

- the ability to listen and create communication to involve others,
- establishing clear performance expectations,
- self-awareness (Sparks & Gentry, 2008),
- regular conversations with managers or coaches to discuss organizational goals (individual too),
- managers provide constructive feedback (both positive and negative),
- managers reflect on their leadership practices (Larsson & Vinberg, 2010).

## Development of Coaching in the Slovak republic

Coaching in Slovakia has been expanding in the last decade. Two associations of coaches in Slovakia: The Slovak Association of Coaches (SAKO, founded in 2006) and the Civic Association of the ICF (the Slovak branch representing the ICF Slovak Chartered Chapter (founded in 2007), have achieved a high level of awareness in the business and public spheres. Both organizations together with coaching and its benefits to individuals, teams, and organizations, organized several small and large conferences, or events, using various opportunities to bring coaching to the public (coaching zones, workshops, etc.).

Several industrial and commercial companies from Europe and other continents invested in Slovakia and contributed to the acceleration of the application of coaching in Slovakia. With the arrival of accredited foreign coaching schools, also established in Slovakia, the number of coaches offering their services is growing. Membership in two professional associations in Slovakia was at the end of 2017: SAKO 89 people and ICF 78 people. Current hot topics in Slovakia in the field of coaching are a significant part of coaching activities taking place in the business and corporate world; the increasing focus of activities on supervision and mentoring in the ongoing education and growth of certified coaches; launching pro-bono coaching activities related to the area of social responsibility (Stubbs, Passmore & Brown et al., 2018).

## Facts from the research

In 2014 and 2016, the international association uniting professional coaches from around the world (IFC - International Coach Federation) conducted two global studies that focused on the needs and experiences of clients (ICF Global Consumer Awareness Study) and the experiences and opinions of the coaches themselves (ICF Global Coaching Study). The following lines bring some of the most important findings from both studies - who are coaches and why clients enter the coaching process (Urban, 2017).

- 1) *Gender*: on a global average, women make up 67% of the total number of professional coaches, in Eastern Europe, this number is higher (70%), and the highest is in North America (73%). The lowest is in Asia (52%).
- 2) *Age*: the strongest age group consists of professional coaches between the ages of 40 and 59 (66%). The situation is slightly different in companies where the managers themselves use coaching, for example, 28% of managers using coaching in the company are under 39 years old.
- 3) *Intention*: the reasons for the coach's visit vary, and the fact that it is not only about work topics must be highlighted. 42.4% of clients visit a coach to optimize work performance (individual or team), but already 30.9% of clients go to a coach to improve self-perception and increase self-confidence. A total of 27.1% of clients look for a coach to improve their work-life balance, prevent burnout, etc.
- 4) *Satisfaction*: a total of 85.1% of clients were satisfied with this experience after visiting a professional coach. When clients were asked how likely they were to recommend coaching to their friends or colleagues, the average answer was 71.4%. And when respondents were asked which statement best describes the essence of coaching, most people answered that coaching is based on progressive thinking and internal motivation (50.2%).
- 5) *Mission*: a total of 84% (85% in Eastern Europe) of coaches think that the application of coaching in practice can transform society for the better. We fundamentally agree with this statement, because in our opinion, coaching does not belong only to companies. The basic framework of coaching, partnership in achieving goals (in contrast to the authority-subordinate relationship), is a good prerequisite, for example, for education without unnecessary stress and frustration or company management without coercion.
- 6) *Education*: a total of 82.7% of clients care that their coach has a formal education in coaching. A positive fact is that a total of 81% of coaches received such an education. It turns out that 42% of professional coaches have education (training) in the range of more than 200 hours (which, according to the ICF, is a basic prerequisite for obtaining the highest level of accreditation).

Korauš et al. (2016) add that it is currently a phenomenon of globalization and diversification that is becoming dominant. Interest in various forms of coaching across all sectors of society worldwide is not a common reality.

## The role of Coaching in the Management

The profession of coaching originated in the business world at the end of the 1980s and is one of the management methods for ensuring the long-term development of human resources. The first coaches worked exclusively with top management in medium-sized and large corporations. Even then, top workers were able to appreciate the possibility of interacting with an independent person at regular intervals. Also, based on this, several organizations, training programs, and schools were created, the goal of which was and always is to prepare high-quality coaches. One of the most famous is Coach University (The Coach U), which was founded by Thomas Leonard in 1988, one of the world's first experts in the field of coaching (Naščáková, Malega & Mihok, 2006).

Among the requirements for managers, the requirement for coaching skills appears more often.

Can a manager be a coach? How is the coaching relationship consistent or inconsistent with the hierarchical principles on which most companies still operate and with managerial work according to the classic definition that a manager organizes and manages resources, assigns and controls work tasks, and monitors efficiency and productivity?

According to Herian (2022), the manager can use a coaching approach, in contrast to external coaching, the manager does not transfer responsibility for results to a subordinate, but he even bears part of the responsibility himself. But yes, he can conduct a series of coaching conversations with individuals, but what seems most valuable is when a manager integrates a coaching style into a leadership style. It can have several benefits: strengthening trust in relationships; setting expectations and formulating goals; leading individuals to be mindful of reality; performance evaluation by subordinates, pointing out the potential of employees, etc. According to Dimensions Consulting Services (2022), every conscious manager should be able to adapt and appropriately use a coaching approach in practice, but this is not always the case. For some, such an approach is unnatural, and they cannot accept it. In theory, they understand it and recognize its benefits, but their personality setting prevents them from developing and using it. Anyone who has tasted the magic of coaching and believes in its power can improve in it and really help themselves and others to bring to the surface previously hidden resources.

The Slovak Association of Coaches (2022) states that the coaching approach is used by managers when:

- individual (personnel) interviews,
- selection procedure,
- adaptation plan,
- conducting meetings,
- setting short-term as well as long-term goals,
- increasing the personal commitment of the employee,
- the strategic setting of corporate culture,
- building attitudes and interpersonal relationships,
- solving various situations of daily operations,
- increasing the productivity of work teams.

Considering the mentioned points, we think the coaching approach is the right choice for working with employees. In this case, a manager who works in a coaching manner asks questions instead of immediately giving orders. Asks for solutions if a problem arises and looks for options and necessary resources with the employee. The manager finds himself in the position of a supporter who listens and highlights the potential of the person he works with. In such an environment, the employee feels that he is interested in being a part of the existing whole and acquires a sense of work and space for self-realization. And this is what not only today's generation is looking for.

A coach manager motivates and guides employees to achieve new levels of performance. It's not about being the smartest person in the room but about fostering a collaborative environment where everyone has a voice, and their ideas are welcome (Barret Halcom, 2018). Coaching brings higher productivity, greater engagement, and improved customer service. For employees, it increases performance, tendencies to overcome challenges, achieve goals and build self-confidence. A manager underestimates coaching benefits. Managers often consider the effort spent as a little reward (Chakraborty, 2019).

A case study of the management development program used in-depth interviews, surveys, and observations to collect data from respondents as well as supervisors and subordinates. One of the main findings was that coaching is a useful training process that offers different tools for the manager and the development of his managerial behavior. In addition, respondents highlighted the following tools as the most important: emotional intelligence, empowerment, self-management, strengths, and positive emotions (Berg & Karlsen, 2012).

## METHODOLOGY

Because we have been working with people and publishing about people, it was extremely important to respect research ethics – a certain standard of behavior that guided us during this work. Subjects' participation in the research was voluntary and individuals were not forced to participate in it. No form of overt or covert coercion was used to obtain consent to participate in the research. The individuals had the right to withdraw from the research without suffering any consequences. The research was conducted in the form of a questionnaire in 2019 via the KKPM questionnaire: Coaching in the everyday practice of a manager (Birknerová, 2016). The questionnaire contains statements (KK1, KK6, etc.) related to the following areas:

- What is coaching?
- Coaching as a managerial competence.
- Personal benefits of coaching.
- Specific elements of coaching used in managerial practice:
  - about interpersonal relations at the workplace,
  - about achieving goals,
  - strengthening the culture of delegation,
  - increasing work efficiency,
  - about strengthening team cooperation.

The aim of the research was to discover to what extent coaching is widespread among managers, whether it is accepted as one of the skills of managers, and how many individual elements of coaching interfere with the work of a business manager. Other goals are:

- 1) To find if there is a connection among the individual elements of coaching in the manager's work.
- 2) To find if there are connections between the age and the elements of coaching in the manager's work.

Based on established research goals and theoretical knowledge, the following hypotheses were established:

H1: We assume that there are statistically significant relationships among the individual elements of coaching in the work of a business manager.

H2: We assume that there are statistically significant relationships between the age of respondents and the elements of coaching in the work of a business manager.

Business managers (respondents) from Slovakia stated the agreement level within individual statements (KK1, KK6, etc.) on the Likert scale from 1 (definitely no) to 5 (definitely yes). The data were processed in MS Excel and the SPSS Statistics 26 using Pearson's correlation coefficient which represents a measure of the intensity of linear correlation between two random variables.

The sample of respondents consisted of 169 business managers, of which 88 were women (52.07%), and 81 were men (47.93%). On the scale of managerial positions, there were 72 (42.61%) top managers, 55 (32.54%) middle-level managers, and 42 (24.85%) first-level managers. Interested was also that 76 respondents directly completed courses related to coaching, 54 managers completed other managerial courses focused on soft skills, and 39 managers did not complete courses during their managerial career.

## RESEARCH RESULTS

We assumed that there are positive and significant relations among the individual elements of coaching in the work of the business manager, and between the *age of the business manager* and the individual elements of coaching in the work. The links and the data were verified and processed using the Pearson correlation coefficient in the statistical program SPSS 22 (Table 1 and Table 2). The acquired results of the analysis confirmed the existence of statistically significant links among the individual elements of coaching in terms of business manager's work and between the individual elements of coaching in terms of the age in business manager's work. There was displayed strong ( $p < 0.01$ ) and moderate ( $p < 0.05$ ) evidence of relationships.

*Verification of H1 hypothesis:* We assumed that there exist connections among the individual elements of coaching in the business manager's work. To evaluate the H1 hypothesis, we used correlation analysis, (Pearson's correlation coefficient) and examined the degree of correlation between the individual items of the KKPM questionnaire.

Table 1. Relationships between elements of coaching in managerial work

KK1	KK2 ,459**	KK6 ,348**	KK14 ,364**	KK18 ,286*						
KK4	KK12 ,663**	KK16 ,576**	KK21 ,466**	KK31 ,443**	KK49 ,569**	KK49 ,567**				
KK6	KK15 ,578**	KK16 ,661**	KK21 ,496**	KK31 ,458**	KK39 ,299**	KK49 ,562**				
KK21	KK31 ,544**	KK32 ,489**	KK40 ,472**	KK49 ,579**						
KK23	KK30 ,389**	KK34 ,466**	KK44 ,378**	KK47 ,484**						
KK25	KK26 ,585**	KK27 ,549**	KK35 ,286**	KK36 ,447**	KK37 ,399**	KK38 ,497**	KK44 ,585**	KK53 ,486**		
KK30	KK35 ,262*	KK37 ,281*	KK38 ,445**	KK40 ,458**	KK47 ,486**	KK51 ,693**	KK52 ,635**	KK53 ,459**	KK54 ,479**	
KK35	KK1 ,293*	KK16 ,369**	KK22 ,288**	KK23 ,276*	KK25 ,287**	KK29 ,269*	KK30 ,252*	KK36 ,391**	KK40 ,265*	KK44 ,274*
KK36	KK27 ,258**	KK37 ,369**	KK14 ,437**	KK54 ,379**	KK54 ,349**					
KK50	KK46 ,547**	KK48 ,475**	KK49 ,562**	KK51 ,839**	KK52 ,769**					
KK51	KK47 ,599**	KK53 ,565**								
KK52	KK30 ,634**	KK32 ,658**								

Note: \* $p < 0,05$ , \*\* $p < 0,01$

- KK1 I have clear and concrete ideas about what coaching is.
- KK4 Knowledge in the field of coaching allows me to understand people's behavior.
- KK6 Coaching increases the efficiency of managerial work.
- KK21 Coaching strengthens cooperation in the workplace between colleagues.
- KK23 Actively listening to a superior increases motivation to perform.
- KK25 I trust a subordinate.
- KK30 Everyone in the team cares about achieving the goal.
- KK35 My employees only do what I tell them, as much as they must.
- KK36 Subordinates come up with ideas on how to solve problems.
- KK50 The team is having a discussion and looking for solutions.
- KK51 There is mutual trust in the team.
- KK52 In the team, they are aware of mutual dependence on the fulfillment of the overall goal.

The one who has clear and factual ideas about coaching perceives it as an expanding element of managerial competencies and even includes it among them. Based on his knowledge of coaching, he gets to know people better and delegates tasks to a lesser extent, the fulfillment of which is unpleasant for him (KK1). Those respondents whose knowledge of coaching enables them to understand people also get to know people better and expect that information from the field of coaching will enable them

to work with them better (KK4). Those respondents, according to whom coaching increases the efficiency of managerial work, approach education in the field of coaching as increasing the efficiency of managing interpersonal relations (KK6). Those respondents for whom coaching has the significance of strengthening cooperation at the workplace report an increase in motivation to achieve goals (KK21). Respondents who are regularly interested in the opinion of subordinates know that if an employee identifies with the company's goal, he performs better. They are aware that the meaningfulness of work also decisively affects people's performance (KK23). For those respondents who trust the subordinate, their trust is returned. Their employees claim that the boss is also interested in me as a person, not just as a workforce. If you work in such an atmosphere, everyone in the team can feel that their opinion is respected (KK25). Team members don't just do what their supervisor tells them to do and don't wait for the boss to decide. When delegating, responsibility, authority and competencies are transferred to employees (KK30). Respondents are interested in what was the most difficult for their team during the task performance. Team members are aware of their mutual dependence on the achievement of the overall goal. Mutual trust reigns in such a team (KK35). If employees only do what the boss tells them, i.e., only as much as is required, their boss does not have clear and specific ideas of coaching, he shows a very low level of active listening, does not trust his subordinates, does not set goals in conversation with a subordinate, that is, his subordinates are not motivated to fulfill them, they even mostly do not care about the fulfillment of the goal. Such subordinates do not come to the boss with ideas on how to solve problems and are not familiar with the assigned powers. Their opinion is often not shown interest (KK36). Subordinates come up with ideas on how to solve problems, they do not wait for the boss to decide, and they have not delegated tasks, the fulfillment of which is unpleasant for the boss. Each of them can declare that boss is also interested in him as a person, not just as a workforce (KK50). If a discussion takes place in the team and solutions are sought, responsibility for better performance is strengthened, and the manager reevaluates the suggestions of subordinates and reveals hidden reserves (KK51). When team members are aware of mutual dependence on the fulfillment of the overall goal, each of them cares about its fulfillment, and they are willing to take an active role in the coaching process and implement short-term plans (KK52).

*H1 hypothesis was confirmed because there are statistically significant relationships among the individual elements of coaching in the work of a business manager.*

*Verification of H2 hypothesis:* We assume that there are connections between the age of respondents and elements of coaching in the business manager's work.

The hypothesis H2 was verified through correlation analysis, the Pearson correlation coefficient, which represents a measure of the intensity of the linear correlation between two random variables, where one random variable is age, and the other is individual coaching approaches in the business manager's work. The results of this analysis are displayed in Table 2.

Table 2. Relationships between the age and coaching approaches in managerial work

	KK1	KK2	KK13	KK14	KK18	KK20	KK33	KK43	KK49	KK52	KK54
Age	,295**	,245*	,297**	,272*	,286*	,298**	,243*	,233*	,268*	,245*	,286**

Note: \* $p < 0,05$ , \*\* $p < 0,01$

- KK1 I have clear and concrete ideas about what coaching is.
- KK4 Knowledge in the field of coaching allows me to understand people's behavior.
- KK6 Coaching increases the efficiency of managerial work.
- KK21 Coaching strengthens cooperation in the workplace between colleagues.
- KK23 Actively listening to a superior increases motivation to perform.
- KK25 I trust a subordinate.
- KK30 Everyone in the team cares about achieving the goal.
- KK35 My employees only do what I tell them, as much as they must.
- KK36 Subordinates come up with ideas on how to solve problems.
- KK50 The team is having a discussion and looking for solutions.
- KK51 There is mutual trust in the team.
- KK52 In the team, they are aware of mutual dependence on the fulfillment of the overall goal.



As stated in Table 2, *with the increasing age, the manager has more specific ideas about coaching and acquires relationship and trust in coaching that supports managerial competencies, expands them, and gradually includes them among essential managerial competencies. With increasing age, the belief that coaching can be performed only by specially prepared people grows also. As the manager gets older, he believes more and more that information about coaching will help him in working with people, that with its help, internal and external obstacles to achieving goals can be removed, and responsibility for better performance will be strengthened. It is clear to him that subordinates usually know the solutions better than himself. With increasing age, the manager leads his team in a way where subordinates are aware of mutual dependence on the fulfillment of the overall goal.*

*Hypothesis 2 was confirmed because there are statistically significant relationships between the age of the respondents and the elements of coaching in the work of the business manager.*

## Discussion

The examined relationships between the individual statements of the questionnaire reported strong ( $p < 0.01$ ) and moderate ( $p < 0.05$ ) degrees of relationships. Due to their quantity, only the most significant ones, whether positive or negative, were selected.

For those, the relationship with people is the most important, had other statements to a high degree of statistical significance regarding interpersonal relationships and the application of coaching elements to the social sphere. Those for whom trust is important to transfer it to every area of their work. It manifests in a high degree in connection with the right delegation, the perception of the subordinate and the approach to him, in the atmosphere prevailing in their team, as well as, in feedback in the form of activated employees. Those who are focused on results and achieving goals or teamwork could also be described that way. A common element of these approaches is the absence of an autocratic way of commanding. However, there is a tendency towards the preferences of individual groups of managers.

According to Grant (2013), the efficacy of coaching lies in understanding the nature of coaching itself. Although the widespread use of the term suggests that it is a monolithic activity, in fact, coaching methodologies are heterogeneous and highly diverse approaches to facilitating and creating purposeful positive organizational and individual changes. Duijts et al. (2008) examined the effectiveness of coaching as a means of reducing sickness absence due to psychosocial health complaints and on well-being outcomes. It was found that coaching led to noteworthy improvements in life satisfaction, burnout, and psychological well-being, nevertheless no improvement in self-reported sickness absence, concluding that coaching can enhance the general well-being of employees. This is one of the randomized controlled studies of the effectiveness of executive coaching, with participants receiving 360-degree feedback followed by four sessions of executive coaching. For certain observers, the unimportant number of randomized controlled outcome studies may be considered to be the main shortcoming in the coaching efficacy literature.

It may be practical to mention that lifespan psychology suggests that managers in their 30s, 40s, or 50s reflect different maturation levels and professional experience. It was also confirmed by H2: *with the increasing age, the manager has more specific mindsets about coaching.* To date, research has not adequately explored the relationship between the age of managers and the coaching process or coaching outcomes. Tamir & Finer (2016) hypothesized that executives from 30s to 50s would respond differently to the executive-coaching engagement. They analyzed seventy-two executive-coaching engagements to evaluate the relationship of age towards variables: Responsiveness, Self-reflection, Degree of Change, Non-Defensiveness. Results indicated that the age group of 30 to 39 was significantly lower in Degree of Change and Self-reflection, compared to executives in the 40 to 49 and 50 to 59. According to Bowen-Nielsen (2017), the age influences how people receive and react to the process of coaching. Particularly, *those of a younger age range* may feel that being chosen to participate in coaching reinforces their perception of being talented in their role hence they *perceive such an initiative as a bonus* rather than some development opportunity. That is why older managers are prone to the concept of development and new opportunity to learn or be challenged.

Coaching within organizations is often cited as a highly valuable tool for developing individuals and organizations. Over 70% of individuals who receive coaching, benefit from value-added work performance, relationships, and more effective communication skills. A huge 86% of companies feel that they earned the investment made into coaching plus more on top (Institute of Coaching, 2022).

## Conclusion

The coaching process is closely related to the career since it involves the targeted release and strengthening of the individual's development potential, which takes place directly in practice during the work of the coached person with the participation of an expert - the coach. From the point of view of the development of modern management and individuals in the organization, the target is to strengthen their development potential, to develop the potential of the worker and of the company. In the corporate environment, more and more managers are looking for ways to lead and motivate people. Older business managers were noticeably more curious about the reasons for their behavior and wanted to explore this area more through coaching processes. It may be caused by maturation features, such as rule-driven behavior to achieve professional status or focused ideals, and of organizational indicators that are placed in high-potential, elite groups. Conscious managers know that a directive approach, orders, and regulations may no longer be practical, and that people expect more room for self-realization. Employees are looking for a company culture that they can identify with internally to keep them motivated to perform at their best. And one of the key factors is the approach of their superior - the manager.

This research may contribute to the development of traits and abilities to help managers manage their position. In conclusion, we note that today there exist numerous offers of educational courses for managers operating at different levels of the company, which develop managerial skills related to coaching. It is only necessary to choose very well from them.

## Implications

Since the research is based on a random sample, it has shortcomings compared to probability sampling. However, it is widely recognized that such samples can be achieved more easily and quickly, at lower costs, than probability-based samples. On the other hand, it is understandable that a conclusion reached on the basis of evidence (inferences) to a broader population of interest is limited. We suggest not to undervalue potential inputs to company and individual attributes from coaching.

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