

# Coaching for Human Capital Development



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By

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and Daniel Lajčín

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# INTRODUCTION

Human capital development is one of every organisation's primary goals and priorities. It is also a precondition and a necessity for individuals to succeed in the current international dynamic labour market, to endure and know how to perform their work duties so that the organisation helps an individual's growth while continuously improving, deepening and developing the educational level. Fitzgerald (1992) perceives development and related corporate training as a tool helping individuals to support an organisation and enable success in their current positions, as well as acquiring knowledge and skills related to the existing tasks.

The effort to improve the knowledge, attitudes and skills of human capital is the essence of human capital development and corporate training. Corporate training can also increase employees' trust, motivation and subjective job satisfaction (Fill and Mullins 1990). Milkovich and Boudreau (1991) talk about the systematic process of changing individuals' behaviour, knowledge and motivation to increase the degree of the correspondence between the characteristics of employees and the requirements imposed on them.

Modern and contemporary organisations combine their success and competitiveness with the preparation, development and formation of the working potential of their managers to achieve a high level of talent, skills, knowledge and motivation (Horváthová 2011; Mikušová and Čopíková 2016). Corporate training is an essential technique for increasing the productivity and development of human capital (Goldstein and Goldstein 1990). According to Srivastava (2002), by this, we pursue continuous innovation created by making links between an organisation's external and internal worlds, helping it maintain its competitiveness. The survival of organisations depends on whether they can equip their employees with the right skills and competencies complemented by the correct attitudes. In this way, training and development serve an organisation's aims, primarily by increasing adaptability and the ability to react to changes in the economic and business environment.

Gould et al. (2004) report that analysing educational needs is the first step in an organisational strategy and is essential for meeting the needs for permanent professional development of human capital. The analysis of educational needs must be carefully planned, managed and directed to

clear outcomes to ensure that educational actions are applied effectively and lead to meaningful changes, e.g. in the quality of services provided by an organisation. The position of corporate training is determined by the fact that training is a tool, not a goal. If it is to be effective, it must respect the requirements of the organisation but also the capabilities of managers (Sadler-Smith 2005). The attributes mentioned above are reflected in the concepts of this issue by several authors (Spector 1997; Russ-Eft 2008; Fitzgerald 1992).

Nowadays, above-standard work performance is expected from people in working and private environments. We must cope with various changes, adapt to continuous scientific progress, communicate and spend time effectively to harmonise work and privacy. The field of management is not an exception, with the demands on individuals constantly increasing. High levels of responsibility, flexibility, communication skills and stress resistance are required from managers. In this case, management's role is to create working conditions for all employees to help them meet management's demands.

One way to create an appropriate environment is to use coaching as a tool for development and personal growth that considers an individual's particular and unique characteristics and needs. Coaching is based on the fact that healthy people have the potential to exceed their current performance. The advantage of coaching is not only the effective advancement and achievement of goals but also a change in the way of thinking about common standards. Through coaching, people become more self-reliant, self-confident and creative in dealing with various issues, situations and problems.

This book aims to bring new theoretical-methodological knowledge to the field of human capital development, particularly that of managers based on the use of coaching, and to characterise the connections between the assessment of coaching and the personality type of managers. In light of this, the goal is also to specify the changes in managers' personalities during the coaching process. The methodological goal of the book is to verify a new methodology for assessing coaching attributes.

The publication is dedicated primarily to scientific workers dealing with management issues, especially in human resources, paying attention to human capital development. At the same time, the publication is also suitable for managers focusing on practical managerial work, as well as for students of management.

Authors

## COACHING

The first chapter deals with assessing coaching attributes in the context of human capital development. It offers information about one of the methods of corporate training: coaching. It defines coaching, describes the process of a coaching session, and identifies the techniques and tools used during coaching. It characterises the importance of the group and individual coaching sessions. The end of the chapter is devoted to the approaches and requirements of the people who are coached, which depend on their personality types according to the Myers–Briggs Type Indicator (MBTI) personality questionnaire.

One of the main ways to help people exploit their potential is by developing human capital using coaching. The best managers are those who share their experience. Managers must forget their supervisory role, and instead, by asking open questions and encouraging the members of their teams, they should help their staff to overcome their usual experiences (Thorne and Pellant 2007). Nejedlý (2015) states that Marshall Goldsmith, an American coach and the author of motivational literature, says that if we want to lead people, we should listen to them. Leaders of the future must realise that they will know less about work than their subordinates will; therefore, they must ask, listen and learn. They need to be interested in understanding rather than in assessing people. When managers ask questions, they listen carefully and learn what is necessary to change to achieve success. Successful people become great leaders when they learn how to shift their attention from themselves to others (Goldsmith et al. 2012).

Coaching brings a specific approach to engaging a weaker worker or helping someone with insufficient experience to do the job well. A coach must distinguish between full utilisation and overload. Full work utilisation brings benefits. Failure is often the only way to succeed. We can fulfil many tasks after repeated and often painful failures. For a coach to support a worker, the former must keep the latter aware of what is happening – that the worker is undergoing a learning process where failure is a necessary step on the way (Clegg 2005).

Gallwey (2001), a living legend of coaching, defines coaching as a tool for releasing potential, allowing the coached persons to maximise their performance. This performance results from two factors: potential and interferences that prevent the full use of this potential. Gallwey (2004) claims that coaching does not teach us anything; it instead helps to learn and release people's potential, thereby increasing their performance. Coaching works with a simple formula:  $PR = P - I$ , which means that the performance (PR) equals the potential (P) minus the impact of barriers (interferences, I). At the same time, we are the barriers blocking our potential, performance and success.

Haberleitner et al. (2009) report that coaching means developing the potential of all workers according to their current level of development, aiming to optimise their performance while considering their objectives, interests and needs. Furthermore, it involves unblocking potential, developing and formulating tasks and goals, exchanging mutual expectations, and providing reciprocal feedback. Suchý and Náhlovský (2007) add that coaching can not only release our existing potential but also develop it.

The term 'coaching' implemented in management and business originates in sports terminology. However, the impact of a coach and coaching is rapidly expanding nowadays – from management and industrial enterprises through art and healthcare to a career or life coach. Originally, the English verb 'to coach' was used in the context of service transportation from place to place. This is also common for all definitions of coaching, characterising it as showing someone a specific direction and helping them to achieve their defined goals (Crkalová and Riethof 2012).

According to Arneson (2013), within the manager-employee relationship, coaching is based on five essential attributes:

1. Where and how was your subordinate brought up?
2. What does a subordinate like?
3. Who is the most important person for a subordinate?
4. What does a subordinate consider interesting or exciting?
5. What are the life goals of the subordinate?

The development of coaching in a business context dates back to the 1970s when coaching in American businesses was referred to as a management style focused on personality and development. It aimed to stimulate co-workers to further their personal growth and improve their performance. In the 1980s in Germany, this idea was developed under the term 'a manager as a coach'. As the support and development of co-

workers is also a role of management, the idea of a manager as a coach had its meaning. Parallel to this idea, since the middle of the 1980s in Germany, the term coaching has also been introduced as a term for professional and external counselling for managers. This form of coaching was reserved only for top managers, giving rise to the impression for many of mystery and therapy. Managers who let themselves be advised were perceived as incompetent and needing help. Today, coaching in many enterprises is accepted as a further measure in favour of personal development. In some companies, it even contributes to their image. Coaching is not reserved only for managers. In this way, many companies invest in experts responsible for projects and in co-workers they want to support (Fischer-Epe 2006).

### **1.1 What is and what is not coaching**

As Whitmore (2009) states, the Shorter English Oxford Dictionary defines the verb 'to coach' as to train, educate and give advice. It can be done in many ways, even in those that are unrelated to coaching. Coaching is a way in which the definitions of the verb "to coach" mentioned above are conducted. Coaching brings results based on a supportive relationship between a coach and the coached one and the style of communication used by the coach. The coached person acquires facts, not from the coach but from themselves inside.

Coaching represents a combination of individual counselling, personal feedback and practical training. Through coaching, questions about a professional role and task, as well as about a client's personality, are asked (Fischer-Epe 2006). Abbott (2010) claims that attention needs to be paid to selecting the area that coaching will include in creating unique goals, strategies and possible steps.

This is a relationship between two equal partners: a coach and a coached person. This relationship is based on mutual trust, openness and sincerity. Coaching relates to a person's specific and long-term care, success and growth in their personal and professional lives (Suchý and Náhlovský 2007). Birknerová et al. (2016) and Birknerová et al. (2017) perceive the possibilities of coaching in the context of personality burnout and the formation of subjective visions, plans, and goals.

Coaching can be described as helping the other person's development, learning and performance. The development of potential is a common denominator of all coaching approaches. It is a form of a certain 'accompanying' of the coached person in their personal or working situations and topics. Coaching helps to learn, rather than teach,

something. Coaching is based on the assumption that (Crkalová and Riethof 2012):

1. Every person has answers to questions inside themselves. However, these questions are not always easily accessible.
2. It is impossible to excessively separate work and a personal part of life. Coaching relates to the whole person.
3. In each of us, there is a potential that will manifest itself when we want to take life into our own hands.
4. Coaching supports a conscious approach to oneself and life, as well as development and transformation.
5. The coached person brings topics and goals into the process, and it depends on the person how they will use the results of coaching in their life.
6. A coach shall create a safe environment and inspire to find answers for the coached persons by their personality and using professional knowledge.
7. It is a process of awareness, decision-making, changes and actions.
8. It is suitable for all who want to work on themselves.
9. There is equality between a coach and a coached person.

Coaching is a process enabling people to find and implement solutions that are the most suitable for themselves personally. This is done through a dialogue that helps the coached person to see new perspectives and to achieve greater clarity in their ideas, emotions, deeds, situations and the people around them (Wilson 2007). Downey (2003) defines coaching as art, practical inspiration, energisation, facilitation, performance, learning and development.

It is also necessary to realise that coaching is not healing for everything and will not solve all problems related to the development of human resources. Coaching is not only for those with problems and not only for the best and the most prospective people. A coach does not need to be an expert in the field that the coached person operates in. Furthermore, it is essential to realise that (Crkalová and Riethof 2012):

1. Coaching is not advising or consultancy. Advising is more directive; it tells what others have to do, while coaching tries to awaken the other person's potential. A consultant is usually an expert in a particular field who submits proposals for solutions and answers clients' professional questions.

2. Coaching is not schooling or training. Schooling has a fixed and predetermined programme, information content and schedule. It is more about shifting knowledge and experience. Coaching is more flexible and dependent on the coached person's aims. Training is often about practising the desired behaviour and the received feedback. In coaching, the responsibility for development and learning is transferred to the coached one. It is possible to use the elements of schooling and training in coaching, but the coached persons go further alone and more deeply according to their own needs.
3. Coaching is not therapy. Although coaching uses many techniques taken from different therapeutic schools, it cannot be considered therapy. Nevertheless, it is often an alternative for people who would instead solve their life situation elsewhere than with a psychiatrist or a psychologist. Coaching, like therapy, allows a higher level of self-awareness. The primary difference is that coaching does not focus on solving deeper personal problems, the cause of which has most often originated in the past. Coaching is much more oriented towards the future, setting and achieving development goals in shorter time horizons. The goal of coaching is development, and the goal of therapy is curing.
4. Coaching is not solving problems with someone else. It is a principle within which individuals are fully responsible for their lives and results. A coach does not explicitly say what people have to do and does not even do it for them. If it were like this, the coach would take the responsibility and power from a coached person to solve things.
5. Coaching is not mentoring. Mentoring is a relationship between a more experienced and usually older mentor who helps another person to develop their personality and ability to orientate to given issues. Mentors deliver their knowledge, abilities and experience through advice, discussion and feedback (Podaná 2012). Mentoring is suitable, for example, in training workers in new job positions. Coaching is different in that a coach usually does not need to have direct experience with the working area of a coached person (Crkalová and Riethof 2012).
6. Coaching is not tutoring. This latter term is usually used to describe activities in the case of individualised advising care in an academic context. The task of a tutor is to help students to orientate in study issues. In organisations, a co-worker or subordinate sometimes

helps new employees in work adaptation and team integration (Ondrušek and Labáth 2007).

The essence of coaching is the systematic effort of improving through questions oriented towards changes and leading to the improvement of current performance up to the target level. It is about the effort to help people to fulfil their dreams that are the centre of this process (Clegg and Birch 2004).

A coach must be a strong, mature and positive person who always wants to work on themselves and learn new things. Coaches must have enough experience and life optimism so that they have something useful and valuable to impart. A coached person usually responds very well to authentic examples, events and experiences from a coach's life. Coaches must live by what they say. However, coaching is by far not only about words and listening. Non-verbal influence and positive fundamental radiation are also significant (Suchý and Náhlovský 2007).

A coach likes people. A coach can win recognition thanks only to others; it is not through their success. A coach communicates, asks questions and very occasionally gives orders. In the end, we all prefer to follow the advice we have come to by ourselves rather than the advice from someone else. Coaches voluntarily sacrifice themselves. They share their knowledge and skills to improve the performance of the coached person. They give a part of themselves and their time, effort and abilities to help others improve. They do not want to be the centre of attention. If coaches cooperate with people to improve their performance, they prepare them for success, sometimes even fame. However, they do not do it to get the glory for themselves (Clegg and Birch 2004). A coach is a person who, by continuous work with themselves, enables the development of others. Crkalová and Riethof (2012) define a good coach as a person who:

- is able and willing to support others and uses a non-directive approach
- respects people and perceives their uniqueness
- likes this job and enjoys it – the job fulfils them – and is always willing to learn new things
- believes in the philosophy of coaching and human potential
- is sensible, curious and patient, and has a creative and positive approach
- uses coaching principles and manages a coaching process
- helps a coached person think, can listen, and ask effective questions.



Each qualified coach should be able to demonstrate the skills defined by the International Coaching Federation (ICF). These skills are developed into 11 key competencies (ICF 2009; 2011):

1. The code of ethics and professional standards states that a coach should not tell a client what they have to do or how to do it (it is then about advising), nor focus primarily on the past (that is done by therapy). Therefore, it is vital to understand the ethics of coaching.
2. A coaching contract is the ability to understand the interaction in coaching and to reach an agreement with a potential client. It is about determining the rules for involvement, communication, setting a goal and defining the goal of a meeting – what will be worth dealing with within 30 minutes.
3. Establishing trust is about the ability to create a secure and supportive environment based on mutual trust, respect, integrity and support and set a solid foundation for open and honest communication so that the client knows the coach wants to support them.
4. The presence of a coach (coaching itself) is the ability of a coach to be fully conscious and to create a spontaneous relationship with a client. From a range of several available approaches, a coach can select the one that is the most efficient for working with a client. A coach is open, flexible and self-confident. They are curious and trustworthy. A coach likes to experiment and uses humour.
5. Active listening. This is about the ability to fully concentrate on what the client is talking about and understand the meaning of what is said in the context of the client's wishes. It is also important to listen to the voice tone and watch the body language. The coach understands the essence of the client's communication and helps to make it more transparent.
6. Strong questions relate to the ability to ask in a way that reveals the required information to maximise the benefits for the coaching relationship and the client. These are clear and straightforward questions that lead to a new point of view and move the client forward.
7. Straightforward communication is the ability to communicate effectively during a coaching session, using language that has the most positive impact on a client. It is essential to be clear, open, and articulate and to observe and give feedback. Direct communication clearly defines goals, a meeting's schedule and the use of techniques.

8. Creating awareness is related to the ability to integrate with accurate evaluation of multiple sources of information. It is important that the interpretations that the clients utter help them to become aware and achieve the outcome. These interpretations are beyond the immediate statement; they are the discovery of new ideas, learning and growth of the client.
9. Projecting actions (setting activities) are connected to creating opportunities for a client to continue learning during coaching but also away from the meeting in real-life situations. It is about defining steps using brainstorming that will lead to the desired result.
10. Planning and setting a goal. It is important to develop and maintain an effective coaching plan with a client to develop SMART goals (SMART - specific, measurable, achievable, relevant and time-bound). You need to be aware of this plan, learning style, pace and commitment to the goal. It is very important to identify successes that are important to the client.
11. Managing responsibility. It is vital to focus on what is important for the client and to give them the responsibility to take the actions that are important to them. The coach asks about the steps that the client has committed to take during previous meetings.

Every healthy person has the potential to exceed their current performance effectiveness. However, this is not enough for coaching. It is necessary for people who want to be coached to fulfil the following conditions (Suchý and Náhlavský 2007):

- it is a crucial condition that the person wants to know, release and use their potential
- they must trust the methodology of coaching
- they must trust the coach whom they will cooperate with.

It is important to find the coached person's energy and determination to accomplish tasks. If the person lacks this energy, they will only partially fulfil the plan and will not put enough time and effort into their improvement. In addition, if the coached person does not understand or accept how the cooperation should function, the partnership will not work (Clegg and Birch 2004).

What is very important in the coaching process is not only the reputation and references of the coach but also their decisive personal experience, which is decisive. A coach does not have to suit everyone at

the beginning; trust is gained gradually (Suchý and Náhlovský 2007). Coaching can be described as an aid for individuals to develop and improve (Vávrová et al. 2012). The development of potential is a common denominator for all coaching approaches.

## **1.2 The process of coaching**

Coaching usually takes place in the form of individual interviews/sessions that are planned (ideally once every 2–3 weeks), or they occur spontaneously based on a situation or a need. A coach supports the coached person's considerations of the topics that the coach has suggested. The coach puts questions to the coached person to broaden their perceptions around them but also in themselves. The coach should not advise or evaluate feelings and thoughts during coaching. Increasingly, organisations are becoming involved in the coaching of entire teams or organisational systems, which, in addition to their specific features, use individual coaching techniques (Crkalová and Riethof 2012). The process of coaching can be divided into the following three stages (Fischer-Epe 2006):

1. Clarification of an order, i.e. examining whether it is possible to achieve the defined goals within coaching. This is especially true when the order is recommended or funded by the client's company.
2. After clarifying the order, sessions with a coach begin. This process is always time-limited and evaluated after the agreed time. The session with the coach essentially takes place in four phases. In the first phase, contact is made, and orientation is determined. The second one focuses on elaborating on a situation and its goals. The third phase develops the solution, and the final phase puts this solution into practice.
3. After finishing the session, the coach and the coached person agree on the deadline when knowledge, solutions and actions should be conducted and integrated into a traditional working process. In evaluating coaching, it is examined whether the goal that was set has been achieved, and the learning process is evaluated as well.

Stacke (2005) states that coaching lies in realising the extent of the limits and abilities of the coached person so that it is easier to achieve them and thus increase the person's effectiveness. Therefore, Stacke (2005) defined five stages of coaching:

1. Discovering potential (individual and collective diagnostics, strengths and weaknesses) by conscious and constant observation and inquiry. The aim is to know what kind of person the coach is communicating with and what problems the coached person is dealing with. It is helpful to perceive the coached person's body language, posture, voice tone, non-verbal expressions and typology. It is also helpful to observe their relationships, expressions of emotions and thinking patterns. It is precious to get the viewpoint of others, to know their impressions and thus understand the way they perceive reality. If the coach asks a group of people how they perceive a particular situation, it is likely to obtain much relevant information.
2. Making a strategy for a given goal. It is important to determine what we want to do and how we want to achieve it. The goal must be defined clearly and positively. It is necessary to verify its actuality, feasibility and consequence. If we want to achieve the defined goal successfully, we must understand it first.
3. Creating a plan of training (individual and collective). It is almost impossible to achieve a new objective without expanding our personal resources, strengthening our basic reflexes, acquiring complementary abilities and learning to think differently. The training plan can have different forms, depending on the needs, time, coach's experience and creativity of both sides. Between each session, the coached person tries to apply their learning to real situations and thus gradually creates a growing spiral of their learning.
4. Assistance, motivation and support. A coach must support and motivate people undergoing a sensitive period. It is necessary to create positive thinking and help to overcome uncertainty. This stage of strengthening trust and motivation follows the individual phases of applying new approaches, from determining a goal to achieving results.
5. Analysing results and difficulties is an essential and frequently mentioned element of the coaching process. It is a tool for assessing the level of a coached person's sharpness of mind and the degree of mutual trust. If the trust is insufficient, apologising will be never-ending. The coached person might hide behind numbers or technical arguments. When the trust is good, it is possible to get to know objective arguments, possibilities and approaches that are tailored to the coached person; these are the objects of the person's growth.

### **1.2.1 The ADAPT coaching model**

Coaching aims to adapt the performance. Therefore, Clegg and Birch (2004) present the ADAPT model, which consists of the following steps:

- A – Assess current performance. To start talking to someone about improving their performance, a coach must first find out how the person is. It is also necessary to understand how the person has reached the current level and what style, techniques and strategies are used. Finally, if the performance is to be improved, it has to be measured.
- D – Develop a plan. In the first stage, a goal is set that needs to be elaborated into short periods and precisely defined goals in the second phase. If necessary, a coach can create a plan that will cover one part of a journey towards a final goal. This might be further education, an observation by a coach and the coach's opinion, or an expert's examination of a problem area solved. The coached persons can also monitor their performance, ask others to use video records, etc.
- A – Act on the plan. The basis of this phase is to learn about and do what is necessary to get from one point of a plan to the next.
- P – Progress check. This is about a series of phases. Progress must be controlled after each goal has been achieved and during a path to this goal. The achieved final goal should not be a surprise. If a coach uses non-specific measures when setting goals, the measurement itself should not be too strict.
- T – Tell and ask. This is a discussion about progress according to performance measurement and the possibilities for further improvement. The coach needs to understand the other person's motivation and performance; the coach also needs to know how to find a way to improve their performance.

### **1.2.2 The structure of a GROW interview**

Conducting a coaching interview is facilitated by following a recommended structure, especially at the beginning, so that we can orientate ourselves where we are in the interview, whether we have already passed the first step and whether the goal is well defined. One of the structures is Whitmore's (1992) GROW model (Figure 1-1).

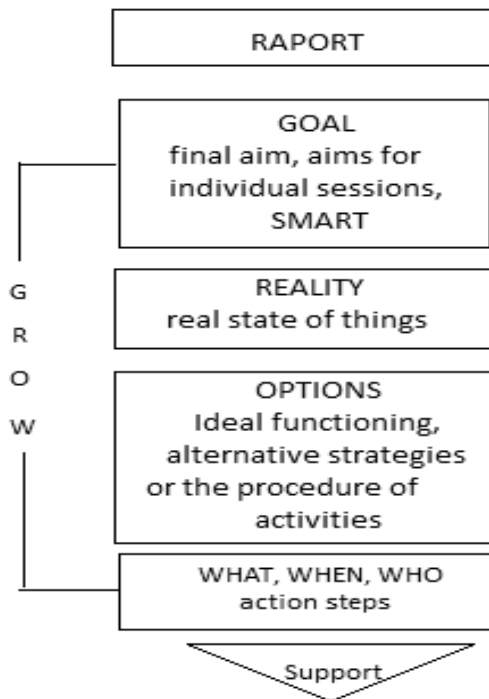


Figure 1-1 The structure of an interview according to the GROW model (Whitmore 1992)

The understandability and simplicity of the structure enable a coached person to realise gradually the real needs, possibilities and resources necessary to achieve their goals. Questions raised during coaching can be divided into different areas (Podaná 2012):

1. **GOAL-SETTING.** If a coaching session is to be effective, it is vital to have a well-formulated goal. For coached persons, goal setting is often the most important thing they take from the session. A coach leads the coached persons to describe their thoughts. It is essentially about creating an order for the coached person. Usually, it is a long-term aim that can only be carried out over several months. Once it is clarified, it is necessary to identify a goal to start working on currently.

A coach must ensure that the goal is 'SMART'. This means it should be **S** - specific (it is important to identify needs to be

accomplished and a specific goal, and steps to achieve that goal); **M** - measurable (to quantify goals, if the coached persons can measure the goal, they can verify if they have achieved it; if the goal is hardly measurable, they can use scaling), **A** – achievable/acceptable (it is important for the coached persons to have goals under their influence and to be able to effect changes they will face as well as to verify the impacts of their goals on other areas of their life, e.g. privacy), **R** – realistic/relevant (coached persons should know what resources they have within themselves to achieve their goals) and **T** – time-specific/Trackable (a goal should have a designated time frame, time horizon of achieving the goal). Positive goal formulation is an important parameter in defining goals, which increases motivation and the desire to achieve the goals. It is also effective to evoke ideas about what a goal should look like in the future and visualise a positive result.

2. Verifying REALITY. This part helps a coached person to understand positive experiences and possibilities they already know and have tried. The coach focuses on positive experiences and events. Through backtracking, the coach helps to arrange the thoughts of the coached person. The coach chooses keywords that will be beneficial for the coached person. The coach observes changes in the facial expressions of the coached person, such as whether they raise an eyebrow, have a surprised expression, smile, wrinkle their brow, etc. During the interview, the coach moves to the next phase, which is searching for options.
3. Finding OPTIONS. Here, a coach needs to find solutions. According to Whitmore (2009), it is not important to find the right solution in this part but to create a list with the largest possible number of alternatives, in which the quality and feasibility are not so important. Creativity plays the most important role here, and the coach stimulates creativity with questions. The coach helps the coached person to change their perspective, to look at a situation in a different way, from the perspective of a customer, a boss or a partner, as well as after a certain time interval. Our stereotypes, a fear of new things and uncertainty sometimes hinder our development. If we want to make changes, we cannot keep doing things the same way.
4. Making and preparing a plan, choosing steps – end of coaching – The creative part is followed by the need to decide on a specific course of action, plan or list that must meet the SMART rule. Tasks

for the coached person should be as simple, achievable and interesting as possible.

5. Motivation to achieve the goals. A coach can support the coached persons by measuring their motivation on a scale of 1 to 10. When the motivation of the coached persons does not reach level 8 or higher, they will probably not implement the outcomes from coaching. In such a case, asking what must happen to increase motivation is important. Another tool of motivation is the visualisation of the result. The coached person becomes 'a dreamer' for a while, and they get energy from visual imagery.
6. Support at the end. Before the end, a coach can ask which ideas were the most important for the coached person, what the person has taken from the session and whether they are satisfied with the meeting. It is an opportunity for the coach to receive feedback from the coached person.

Individual coaching is a basic model of coaching. It has many advantages, although one big disadvantage is the high cost. Individual coaching is based on three forms of communication: via personal meetings, email and telephone. At meetings, the significance is put on the initiative and interest of the coached person, who usually knows what they would like to improve or succeed at. Such a meeting usually lasts two hours or less. Coaching can hardly be effective without personal contact. Coaching adults is not supposed to be like learning at school; it is not supposed to be a place where information is poured into people's heads, where they are tested, evaluated, and graded. Comenius's school of play - learning by playing would be suitable in this case. Also, it is essential to create a relaxed atmosphere based on honesty and sincerity where everybody feels good, wants to learn something new, and shares emotions, thoughts, experiences and ideas with others. Nevertheless, the coach should keep a certain distance from coached persons and not build a very close relationship with them. Otherwise, the coach loses the ability to tell a coached person some things that they might not like to hear but are important for their personal growth (Suchý and Náhlovský 2007).

Group coaching is financially advantageous compared to individual coaching. Moreover, it takes place near the workplace of the coached persons to whom the coach will come. It is often used in lower management. There are usually 6 to 10 people in a group. Sessions are usually held once a month and last three or four hours. The group meetings are followed by two hours of individual consultations at a workplace, by phone or email, for a whole month. The complete coaching process



usually takes place over a period of a year and a half. A room is needed with the seating arranged into a circle or a U-shape, preferably with Internet access (or overhead projector), a flipchart, a computer or a notebook. At a group meeting, everyone should be free to express their individuality and take something inspiring from the meeting, together with an action plan for the period until the next meeting with the coach. An important part of group coaching is the support of group members. Group coaching should be held under the principles of voluntariness, trust and teamwork (VTT) (Suchý and Náhlovský 2007):

1. Voluntariness, which means that all participants must take part in coaching voluntarily, based on their own interests and decisions.
2. Trust in coaching as a method, trust in a coach and self-belief. In the beginning, participants must take part in coaching with a certain level of trust that gradually grows and strengthens itself.
3. Teamwork. A coached group starts to behave like a real team. It creates mutual co-operation that is transferred into the working environment as well as personal relationships outside of coaching.

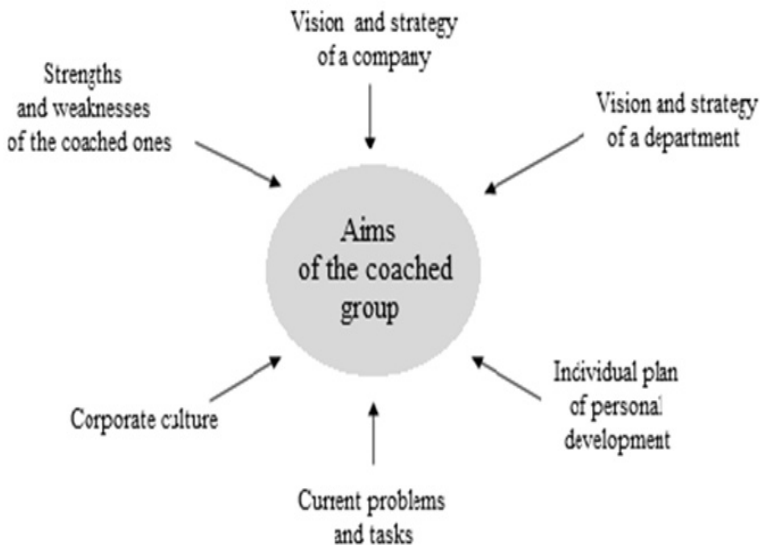


Figure 1-2 Aims of the coached group  
(Suchý and Náhlovský 2007)

The general goals of group coaching (Figure 1-2) consist of cooperation, support and good relations among the group members; support of self-belief; and a positive attitude towards oneself, other people and the company. The basis is self-knowledge, knowing one's own potential, shared experience and accepting new knowledge. In principle, goals must follow the real needs of a company as well as the needs of the coached group and individuals. They can come from the requirements of a superior or the coached persons themselves (Suchý and Náhlavský 2007).

### **1.3 Coaching techniques and tools**

Coaching techniques develop a creative process of searching and discovering in a different way. Tools stimulate thinking and concentrate consciousness on a given issue. They help to empathically perceive how the coached person sees a situation, provide a different point of view and allow people to find solutions that they have not tried so far (Podaná 2012).

Coaching training relates to coaches using the ability to pay attention in practice and to pay attention to themselves (to their own emotions and feelings) but also to the environment and the object of discussion. An important role is also played by vigilance that influences knowing the relationship, the art of synchronising with anybody and adapting to the rhythm and way of vigilance, together with clarity and supports the right attitude in managing the selection of the right actions. It is an integration of the body, emotions and mind. It is important to think strategically, perceive sensitively and act simply. The development of vigilance means a minimal programme that leads to maximum effect. The produced effort towards attentive listening will bring peace in confrontation or conflict management when the emotional drive of a coached person is infectious (Stacke 2005).

Through our senses, we discover the world around us. They are a gateway to knowledge. Only what we perceive at a given moment becomes the conscious content of our mind. Perception becomes an inspiration for thinking, an irreplaceable information source for our consideration. The sense of sight dominates among the senses since 70% of the total number of human sense receptors are concentrated in the eyes (Šíkl 2012). Kašparová (2015) claims that Ján Bím, a coach and a mental guide, states that when beginning any kind of work, it is important to study professional literature. In coaching, it is literature about the basics of psychology and therapy, different tutoring methods and processes, and others. However, after six years of experience in the area of coaching, he

primarily works intuitively. Using mental training helps the process of learning; e.g. in sports, mental training is envisioning a movement to help practice it. A person who trains like this can usually implement the movements in practice faster. It is also the same with positive thinking.

To stabilise this new behaviour permanently, the experience must touch us emotionally and needs repetition. Whatever touches us leads to enthusiasm, which means that we think about it more often. This knowledge is used in coaching. It is learning with the head, heart and hands (Fischer-Epe 2006). The technique of role changing helps a partner to understand a different viewpoint better, e.g. that of a client or colleague, to understand and acquire an initial feeling that somebody else is dealing with (Ondrušek and Labáth 2007).

“Every healthy and intelligent man should bear responsibility for what is happening around him” (Theodoulides and Jahn 2013). Critical thinking, feedback and coaching are reflective methods used in the learning process. Through them, we can ensure the growth of managers and strengthen their ability to analyse a situation individually and subsequently decide on a suitable solution (Hudec et al. 2014).

In the coaching process, self-reflection arises when the coached person realises connections, evaluates them and comes up with solutions. Critical thinking is related to argumentation, testing and evaluating thoughts that the coached person has previously accepted. It is based on questions of the following types: How differently could the coached person proceed? What are the advantages and disadvantages of each approach? Feedback is information that the other party receives to learn how it affects its environment and to know what correction it should make in itself. It is the most critical information for the further development of a coached person. It is not a criticism or an evaluation statement. Constructive feedback is motivated by an honest effort to help the coached person to improve their performance to succeed (Theodoulides and Jahn 2013).

Neuro-linguistic (NLP) techniques are one of the tools that can be used in coaching. NLP is a process of modelling conscious and unconscious patterns that are unique for everybody and can develop one's own potential. It is a study of what works, what is good and perfect (Knight 2009). One of the NLP techniques is anchoring based on creating conscious associations, allowing one to evoke a chosen state for a coach or the coached ones. It is an impulse that leads to a reaction. Examples are songs that evoke pleasant or sad memories, etc. Every time the coached persons hear these songs, they find themselves in a particular moment in the past. This technique helps anchor and strengthen key moments from coaching. According to Crkalová and Riethof (2012), people can anchor:

- visually – with an image (internal image – a symbol or inner image of an experience; external image – a talisman, a picture in a diary, etc.)
- auditorily – by a word (motto, song, sound)
- kinaesthetically – by a touch or movement (grip of a thumb or forefinger, the grip of a certain part of a body, clenching a fist, etc.)
- by smell, taste and colour.

### **1.3.1 The life balance wheel**

The tool of the life balance wheel can be used in defining long-term goals, as well as the goals for coaching sessions. In addition, it serves in making decisions among different options and in evaluating alternatives. Its main advantage is illustration, clarity and visualisation of the areas that create unity. Its usage consists of five steps (Podaná 2012):

1. A coach helps the coached person to define a goal – at first, a long-term goal, then goals for coaching sessions.
2. A coach helps the coached person to define reality and determine activities, values and criteria for further work. A coach might draw a circle that is divided into four to eight sections. Then, the coach encourages the coached person to identify the working tasks and aims that they are already fulfilling or would like to fulfil.
3. This step evaluates a current state. A coach will use a scale from 1 to 10 and, using a marker, highlight the satisfaction of the coached person within individual areas on the life balance wheel. In the centre of the wheel, there is null satisfaction, and the edge of the wheel represents a level of 10.
4. The coached person forms and looks for ways to improve their effectiveness. A coach lets the completed wheel have an effect on the coached person, who is asked to choose one area that they should focus on for a certain period. It should be an area within which the activity will improve not only its own potential but also the potential of other areas.
5. The last step consists of defining the next procedure when working in the chosen area. It is important to define a degree on a point scale to which the coached person would like to influence the area and what action steps will be important.

### 1.3.2 The three-chair method

This technique develops a large number of ideas, similar to brainstorming. It aims to develop creativity by, first, evoking ideas and thoughts that are at a conscious level, and then later, it moves into unconsciousness where, by using open questions, it moves to the level of dreaming, an ideal world with humour and without limits. Using chairs in this technique helps the coached persons to focus and immerse themselves in the process of creating and concentrating on the given topic. People work with information using the five senses, perceiving another place, different voice tones, and a movement they make and acquiring different perspectives on the issue. Between moving from one chair to another, there is a short break. This is a short relaxation, stretching, walking or refreshment with water. The technique of three chairs is carried out through the following steps (Podaná 2012):

1. Defining a goal. If the coached person wants to look for possibilities or other solutions and needs inspiration, the technique of three chairs is an excellent tool. The coach will prepare three chairs and arrange them in a V-shape. The first chair represents a conscious mind, and the second represents deeper awareness. The front chair is integrative. The coach will present these chairs to the coached person, and they will agree on the question they will work on with all three chairs, e. g. Which ways of communicating with your colleagues will you choose for your next project so that you are more effective?
2. The coach will put the chosen question on the chair of the conscious mind first. The coach's voice in this role is clear, and the tempo is fast. They take on the role of a record keeper, make notes and let the coached person think, developing ideas through questions. The important question is: What else? When the coached persons find answers to the questions, the coach will ask them to make a break.
3. Next, coaching is performed on the chair of deeper awareness. The coach will backtrack previous ideas and again put the agreed question to the coached person, but this time in a softer and slower voice. They might add phrases to help, such as "Find the best way how to better ..." or "Imagine how ideal it would be...". The coach keeps notes again. This section is also followed by a break.
4. The coached person sits on the third integration chair, which is at the front. The coach repeats everything that has already been said

and leaves room for the selection of suitable solutions and the combination of ideas.

5. Sitting on chairs can be ended by the coached persons choosing ideas they want to work on or planning action steps.

### **1.3.3 Working with images, a drawing technique**

The technique of drawing ideas has been proved in group coaching for enhancing self-knowledge or knowing others. It has become a tool for communication and mutual understanding. This method allows people to realise how they see a commonly set goal. Everyone presents their drawings in front of a group that discusses unique ideas. The drawings are compared, looking for similarities and differences. The goal is to reach a mutual understanding of the different ideas of the individuals and to reach a non-violent agreement. Drawing is a form of communication between consciousness and subconsciousness. From the depths of subconsciousness, fears, negative and positive feelings, hopes, and attitudes emerge. The person who talks about their drawing in front of their team receives questions, comments and incentives from others, by which the person thinks about the drawings and themselves. This technique is a form of self-reflection and a tool for forming a mutual understanding among the group members (Suchý and Náhlovský 2007).

When visualising, there are no limits to the abundance of ideas. Everything that contributes to the explanation, emphasis or overview is permitted. In conversation, a drawing serves as an intermediary to which the coached person and their coach turn. In this way, they can also regulate the proximity and distance that allows them to look at the drawing, even with the time gap, and assess whether the coached person still agrees with their depiction. However, it is up to the coached person to decide how to use the given drawing, whether to change it or not, agree with it, or refuse it (Fischer-Epe 2006). Drawing ideas has wide use in coaching. It depends only on the specific need and when and how the coach will put drawing into the coaching programme (Suchý and Náhlovský 2007).

### **1.3.4 Walt Disney method**

In Walt Disney's workshops, creative "Realists" and "Dreamers" met in one big room when creating a new story. In the beginning, an introduction was drawn and, finally, the last picture of the story. This group was inventing a fantastic show without limitations and borders. The Dreamers did not think about how the story would be produced; they were thinking