External and internal conditions to promote coaching in organization
Angelina Rosha

Abstract This paper aims to describe the methodology of data collection, questionnaire design and piloting as well as sampling techniques for the study which aims to assess the relative importance of the conditions to promote coaching in organizations. 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. A list of conditions includes external indirect conditions, external direct conditions, internal conditions at the level of organization, internal conditions at the level of groups and internal conditions at individual (client’s) level. These conditions were included into the questionnaire for coaching specialists and coaching clients, with the aim to measure the importance of different conditions.

Index Terms: coaching, questionnaire design, the PRISMA statement, external and internal conditions

JEL: M15, M21

I. INTRODUCTION

Nowadays coaching is increasingly placed among the most effective facilitated activities in a wide range of contexts. Coaching helps people to learn, to transfer their learning to the workplace, and to sustained changed behavior (McCarthy, 2014).

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

There is proof in the evidence based literature that coaching positively impacts on organizational 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.

The organizations implement coaching, whether as interventions with individuals, as a program across all or parts of an organization, or as a leadership style and way of working within an organization. Even where organizations do not implement a specific program, many individual managers are keen to develop their coaching skills (McCarthy, 2014).

Although it is generally accepted today that coaching is a valuable tool for improvement of organizational performance, coaching is still a relatively new professional field in Latvia and Lithuania. The interest in coaching among organizations 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 describe the data collection, questionnaire design and piloting, sampling strategy. The questionnaire is an integral part of the research which aims to identify the conditions that facilitate the promotion of coaching in the organizations of Latvia and Lithuania. The specific aim of this survey is to assess the relative importance of the conditions to promote coaching taking into consideration external direct and indirect conditions as well as internal conditions at different levels, i.e. organization, group and individuals. Data obtained from the survey are compared with the theoretical and empirical literature review.

A brief review of the key literature is provided at the beginning of the article. Then the article describes in detail the methodology. Results and discussion part outlines the results of the analysis of peer-reviewed journal articles and analysis of external and internal conditions to promote coaching in organizations.

II. LITERATURE REVIEW

2.1. Definition of coaching

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 (Ladyshewsky 2010) and no agreed approach to the definition (Passmorea, 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 is also seen as collaborative process, in which one person works with...
others through dialogue to help them to enhance their self-awareness, to grow, to improve their performance, and to understand whether and how their personal goals and values align with those of the organization for which they work (McCarthy, 2014).

The overall aim of coaching is to promote learning and change (Haan et al., 2011). Connor and Pokora (2007) define coaching and as learning relationships which help people to take charge of their own development, to release their potential and to achieve results which they value. As an action-oriented development process, coaching focuses on encouraging the coacher 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.

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 coacher and potentially for other stakeholders” (Cox et al., 2011).

2.2. Coaching and other facilitating activities

One important principle that distinguishes coaching from other facilitating activities 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 coacher 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 coacher; the coacher 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.

Although researchers and practitioners argue about distinctions in both purpose and application, coaching and mentoring use many of the same skills and are often used in similar contexts, overlapping in their shared purpose of development and/or performance improvement, achieved through dialogue in a trusting, collaborative relationship. Connor and Pokora (2012) stated that both coaching and mentoring are based on the fundamental beliefs that change, and that people make the best choices available to them (McCarthy, 2014). As it has been argued 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).

Coaching differs from consultancy. The role of a consultant is to recommend solutions (McCarthy, 2014). 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.

2.3. Coaching in different contexts

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 organizational 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 organizational change for sustainability (Bozer et al., 2013). The purpose of executive coaching is to enhance the coacher’s behavioral change through self-awareness and learning, and thereby contribute to individual and organizational success (Bozer et al., 2013). However, there is very little theoretical research that examines how or why executive coaching should work, when it will be most (or least) successful in changing executives’ behaviors, and under which conditions executive coaching will translate into greater organizational effectiveness (Feldma, Lankau, 2005).

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). Team coaching helps to align individual, team and business goals. Definitions of team coaching vary; however, any authors agree that task performance and team development are both important components of successful coaching. Team coaching may be used to: encourage more effective teamwork in an existing group; accelerate the development of a newly-formed group into a working team; enhance the coaching skills of team leaders; and develop cross boundary teams which address organization-wide issues (Connor, Pokora, 2007).

R&D coaching: Tighter competition and rapid changes in the marketplace challenge the companies to be innovative and develop products fast. Coaching for creativity and innovation to technical units, such as R&D or engineering is the subject of close attention. Entrepreneurship Action Plan 2020 highlights that effective support consists of holistic programmes that integrate the essential elements like management training, R&D coaching, and networking with peers, potential suppliers and clients. Coaches work with project team members to move beyond finding ideas and developing technologies, to finding markets for what they have done, and developing the link to the company’s strategy and the venture’s eventual business case. Coaching helps work with team to identify markets and connect projects to corporate strategy. It also helps to link technical and market perspectives. However, the corporate entrepreneurship literature has yet to develop sufficient understanding, at the program level, about how radical innovations are most effectively commercialized (Kelley et al, 2005).

III. METHODOLOGY

To achieve the aim of the study, that is to determine the conditions that promote coaching in organization, 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. 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.

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 organizations.

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

The section 1 for coaching specialists 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 are able to select both academic qualifications, i.e. Master degree in coaching and / or Bachelor degree in coaching, and non-academic qualifications provided by International Coaching Federation (ICF) and other coaching professional bodies. The third question concerned the period of professional engagement.

Section 1 of the questionnaire for 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 organizations, 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.

Piloting and modifying the questionnaire. A pilot test was performed with a limited sample from the same population 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.

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.

**Sampling strategy. Sample frame. Coaches:** sample is done from a list of coaches. Sampling list is prepared preliminarily. A list is comprised of 95 coaches from Latvia and Lithuania who are the members of associations of coaches. The aim is to include as many as possible coaches who are available online. As a result, sampling list consists of 33 coaches from Latvia; most of them (38 coaches) are the members of International Coaching Federation, and 62 coaches from Lithuania. **Sample size.** Taking into consideration the fact that the sample is to be representative and applying the table of required sample size (O’Leary, 2014), it has become apparent that the all coaches from the sampling list should be invited to take part in the survey.

**Coaching clients:** Sample is done from a set of people who use coaching service. A list of respondents will be created simultaneously as a result, the sample size cannot be estimated beforehand. However, it would be done all possible to select a sample large enough to allow for the statistical analysis. Under O’Leary (2014), basic statistical analysis requires a minimum of about 30 respondents.

**Survey procedure.** After completion of the pilot study, the questionnaire was ready for distribution to actual respondents. Different methods of search were used to find respondents and invite them to take part in the survey. Coaching specialists were contacted personally and asked to participate. The author attended a conference in Vilnius held by International Coach Federation Lithuanian Chapter in November 2014. At this conference hard copies of the questionnaire were distributed among the conference participants. Coaching clients were sought through contacts with professional associations, coaches as well as organisations that were known to have coaching programmes or employees who had been through the coaching process or were currently being coached. Google docs questionnaire was created to support a hard copy. This allowed to send the web link to potential respondents and thus increase the number of responses. With support of the Lithuanian colleague, the questionnaire is available online via Facebook pages: Coaching4u, Koucingo Lietuvoje grupė, Organizacínės elgsenos („organizational behaviour“), Coachingblog.lt.

**IV. RESULTS AND DISCUSSION**

4.1. **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 (Fig. 1).

**Analysis of peer-reviewed journal articles**

**Search strategy:** A PRISMA flowchart

96 available articles on coaching
68 articles excluded
96 full articles screened
20 articles excluded
28 articles inclusion
8 articles for final analysis

**Figure 1. Analysis of peer-reviewed journal articles.**

Source: Own work.

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.

4.2 Analysis of external and internal conditions to promote coaching in organizations

The conceptual background was developed by using theory and research evidence. The first stage was the review of the literature with a particular emphasis on the conditions that facilitate promoting coaching at different levels. This review was used to develop a preliminary conceptual scheme of conditions to promote coaching (Fig. 2).

A conceptual scheme was design to help explore and describe the conditions and different levels, with the aim of extracting the favorable conditions for coaching development in the context of organization. A list of conditions includes external indirect conditions, external direct conditions, internal conditions at the level of organization, internal conditions at the level of groups and internal conditions at individual (client’s) level.

External indirect conditions can indirectly affect the promotion of coaching in organization. They were included in the list based on the recent European Union initiatives to support small and medium sized enterprises. 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.

External direct conditions are focused on all that might be associated with coaching service starting from the coaching competences and finishing with dissemination of good practices. The conditions were involved on the basis of literature analysis and suggestions that were made by the experts during the questionnaire piloting.
much work is done by the professional bodies to having clearer picture of the service provided by a coach. Establishing professional standards for coaches will allow environment that will forward coaching in organisations. It is a fact that only well-

Disseminating best practices is essential for building an effective coaching environment. It is a fact that only well-

Continuous training and lifelong learning, the importance of training and 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. 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.

Internal 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. 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 mostly 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).

Internal conditions at the level of organizational, group and individual. Internal conditions at the level of organization. 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 organization are related to the features of organizational culture such as goals orientation, support orientation, learning culture, relationship of mutual trust and openness. These components of culture create a favorable environment for the development of coaching culture within the organization. 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.

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

<table>
<thead>
<tr>
<th>Internal at group level</th>
<th>Internal at individual level</th>
</tr>
</thead>
<tbody>
<tr>
<td>High cohesion and good communication within team.</td>
<td>Client’s involvement in the coaching process.</td>
</tr>
<tr>
<td>Collaborative planning.</td>
<td></td>
</tr>
<tr>
<td>Making decision in groups / teams.</td>
<td></td>
</tr>
<tr>
<td>Employees learning and development within the groups / teams.</td>
<td></td>
</tr>
<tr>
<td>Client’s positive attitude to change.</td>
<td></td>
</tr>
<tr>
<td>Being receptive to help.</td>
<td></td>
</tr>
<tr>
<td>Client’s willingness to learn and change.</td>
<td></td>
</tr>
<tr>
<td>Client’s feedback receptivity.</td>
<td></td>
</tr>
<tr>
<td>Client's willingness to invest time and energy in coaching process.</td>
<td></td>
</tr>
</tbody>
</table>

Internal conditions are presented at three levels: organizational, group and individual (client’s level).

A list of external and internal conditions is presented in the consolidated table (Tab. 1)

External indirect conditions incorporate the small and medium business support policies, continuing training in the enterprises and innovations in business, psychology and education. 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. 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.

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. 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 mostly 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).

**Internal conditions at the level of organizational, group and individual.**

**Internal conditions at the level of organization.** 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 organization are related to the features of organizational culture such as goals orientation, support orientation, learning culture, relationship of mutual trust and openness. These components of culture create a favorable environment for the development of coaching culture within the organization. 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.

**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.

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 organization. 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 coacher characteristics in executive coaching for effective sustainability. They concluded that the coacher 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). If a person is forced to participate in coaching, they do not get the same benefit as if they have acknowledged the need (McCarthy, 2014).

V. CONCLUSION

The paper described the methodology for the research to indentify conditions to promote coaching in organisations. The paper presented a brief literature review, the extensive literature search and analysis based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement, the data collection, questionnaire design and piloting as well as sampling strategies and survey procedure.

A brief literature review outlined the framework 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 was considered as a distinctive point between coaching and other facilitating activities. In organizational context coaching can be used for various purposes and in different contexts. This paper was focused on executive coaching which purpose is to increase self-awareness and enhance learning, and thereby contribute to individual and organizational success of executives; entrepreneurial coaching which is a valuable support tool for entrepreneurs; team coaching which deals with a team as a whole to improve collective performance; R&D coaching which supports commercialization of radical innovations.

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

The conceptual scheme was design to help explore and describe the conditions and different levels, with the aim of extracting the favorable conditions for coaching development in the context of organization. A list of conditions includes external indirect conditions, external direct conditions, internal conditions at the level of organization, internal conditions at the level of groups and internal conditions at individual (client’s) level. External indirect conditions can indirectly affect the promotion of coaching in organization. External direct conditions are focused on all that might be associated with coaching service starting from the coaching competences and finishing with dissemination of good practices. Internal conditions are presented at three levels: organizational, group and individual respectively. Internal conditions at the level of organization are related to the features of organizational culture. 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. Internal conditions at individual level are focused on the client’s engagement in the process.
Implications. The designed and piloted questionnaire is used for the survey of coaches and coaching clients that is launched in Latvia and Lithuania in December 2014.

Limitations. The paper does not describe the results of the survey.

ACKNOWLEDGEMENTS

The author wishes to express sincere gratitude to Prof. Dr.oec. Natalja Lāce for her valuable comments and suggestions.

REFERENCES


