

Angelina Rosha, Elina Konstantinova

The Latvian Academy of Agricultural and Forestry Sciences, Latvia

The Development of Conceptual Model for Coaching to Improve the Efficiency of Organisation

Abstract:

The use of coaching for employees, executives and organisations is becoming increasingly popular. Although it is generally understood today that coaching is a valuable tool, there is no accepted unified view of how to effectively implement coaching in organisations.

This paper aims to present a foundation for conceptual model for coaching to improve the efficiency of organisation. This model is based on the critical literature review, analysis of coaching implementation in Latvia and a 24-item questionnaire of coaches. The aim of the literature review was to explore the current state of coaching in organisations and determine its fundamental elements. The questionnaire aims to explore opinion of experts about the place of coaching in organisations based on their personal and professional experience. The coaches were questioned about their practice in coaching to determine the profile of the organisations that use coaching more frequently, the purpose of coaching engagement, the essential factors of coaching process, the means of measuring coaching outcomes, and coaching challenges.

The methodology employed for this study involved qualitative dominant mixed methods approach emphasizing qualitative data as more important for the purpose of study.

The value of this paper lies in the fact that the originally developed conceptual model for coaching is specifically designed for business organizations in Latvia and constitutes the basis for further authors' research on implementation of coaching for improvement of efficiency in organisation.

Keywords: Coaching, Conceptual Model, Efficiency in Organisation, Mixed Methods.

JEL Classification: M 19

1. Introduction

Coaching is becoming increasingly popular in today's business environment, more and more organisations are using coaching as a means of improving performance, managing career, attaining organisational and personal goals.

Although coaching has become incredibly popular, there is still a lot of uncertainty and vagueness around what coaching is really about. During the 8th Annual Coaching and Mentoring Research Conference at Oxford Brookes University (2011), Professor David Clutterbuck stated that one of the problems with research in coaching is failure of definition. The researchers and practitioners all over the world are engaged in different types of discussions of what coaching is. As a result, a number of definitions has been elaborated and presented.

The popularity of coaching has increased dramatically however, evaluating the effectiveness of coaching has lagged behind. There is no professional consensus as to what constitutes effective

coaching and little in the way of guidelines and protocols to inform coaching evaluation (De Meuse, Dai, and Lee, 2009: 118).

In the last two decades coaching in organizations has grown from a little known methodology to support executives to an increasingly important method used by businesses. In addition to executives, coaching is delivered to senior managers, middle level and first level managers, as well as high potential employees. Coaching as a practice and focus of research will not be sustained unless researchers and practitioners are able to demonstrate positive, consistent effects of coaching on important outcomes, such as growth and development, job performance, management effectiveness and even organisational or business unit performance. (Gregory and Levy, 2012:95)

Coaching in organisations aims to make companies more competitive in the dynamic business environment. It is one of the fastest growing targeted interventions in the professional development in business. Although it is generally understood today that coaching is a valuable tool, there is no accepted unified view of how to effectively implement coaching in organisations.

This paper aims to present a foundation for conceptual model for coaching to improve the efficiency of organisation. This model is based on the critical literature review, analysis of coaching implementation in Latvia and a 24-item questionnaire of coaches. The aim of the literature review was to explore the current state of coaching in organisations and determine its fundamental elements. The questionnaire aims to explore opinion of experts about the place of coaching in organisations based on their personal and professional experience. The coaches were questioned about their practice in coaching to determine the profile of the organisations that use coaching more frequently, the purpose of coaching engagement, the essential factors of coaching process, the means of measuring coaching outcomes, and coaching challenges.

2. Methodology

This paper offers a first step towards understanding the effective implementation of coaching in organisations in Latvia.

The research intends to investigate the following questions:

- (1) What are the distinctive features of coaching?
- (2) How coaching is used in Latvia?
- (3) What are strength, weaknesses, opportunities and threats of implementation of coaching in organisations?

The research applies a qualitative dominant mixed method approach which combines qualitative and quantitative data collection and analysis such as

- Literature review
- Unstructured text analysis
 - ✓ Word frequency analysis
 - ✓ Semantic analysis
 - ✓ Comparative analysis
- Author's practical research for determining and analyzing the problems and possibilities for coaching in Latvia

- Questionnaire for experts in coaching
- Experts interview
- SWOT analysis

The purpose of the literature review is to establish the state of the contemporary research in coaching distinguishing what has been done for the past years and outlining the prospect of the further development of the topic.

The aim of the word frequency analysis of the definitions of coaching is to reveal the distinctive features of coaching. Word frequency analysis provides a list of all the words that occur in the analyzed definitions and the number of times they occur. This helps identify the keywords density and prominence in the definitions.

The aim of the questionnaire was to find out the opinion of the experts about implementation, benefits and challenges of coaching in organisations to develop conceptual model taking into consideration regional peculiarities.

A list of potential participants was compiled through the direct contacts in the coaching community of Latvia and Lithuania. As a result, six experts from Latvia and Lithuania were selected for experts' opinion questionnaire.

A questionnaire comprises 24 questions distributed in seven parts. The following types of questions were used: Likert type Scale, ranking, open ended questions.

SWOT analysis consolidates all stages of the research and presents the foundation for the development of the conceptual model of coaching taking into consideration regional peculiarities.

3. Literature review

The aim of the literature review is to provide an analysis of the literature and empirical research addressing coaching, with particular focus on organisational coaching. It establishes what is already known about the concept of coaching in contemporary literature.

The analysis of the literature on evolution of coaching reveals that historically coaching was a deductive, goal-oriented intervention, however the evolution of concept tends to move coaching from directive to non-directive intervention with the diversity of approaches.

From around 1830 'coach' bore the meaning 'instructor / trainer' and was used as Oxford University slang for a tutor who 'carries' a student through an exam. At approximately the same time the word had athletic sense and was applied to a sports trainer who improved the performance of athletes (Cox, Bachkirova and Clutterbuck, 2011).

The word 'coaching' appeared in the English language in the first half of XIX century, the reference was found in the literature and periodicals. The use of the word 'coaching' was initially just a play of words. The term was also used extensively in association with the development of boating and rowing skills (Garvey, Stokes, Megginson, 2009). Under the careful tuition athletes could improve their skills and enhance performance. According to Garvey, the principles of academic coaching migrated to sport. Therefore, initially coaching was a didactic and directive intervention to improve performance and attain academic or athletic goals.

The word 'coaching' took on its modern meaning at the end of the 20th century. The appearance of business coaching is traditionally linked to Timothy Gallwey's (1974) book *The Inner Game of*

Tennis, and John Whitmore's *Coaching for Performance* (1988) and his GROW model. At the same time coaching came under the influence of a range of therapeutic and personal-development approaches. Two streams: goal-oriented coaching, which aims for relatively immediate results, and personal-development coaching, which tends to go deeper and more prolonged, have developed simultaneously. It has led to increased confusion about the precise nature of coaching, and, as a result, coaching has become increasingly difficult to define. Some researchers (e.g. Stojnov, Pavlovic, 2010) argue that coaching has emerged from divergent sources: sport, business, psychology, psychotherapy and education.

The diversity of coaching can be explained by the fact that practitioners from a variety of discipline came to coaching and brought their theoretical background, concepts, ideas and practical methods "developed in their 'home' traditions and through interdisciplinary" (Cox, Bachkirova and Clutterbuck, 2011). Academia acknowledge and affirm the multidisciplinary roots of coaching (Ives, 2008) and consider coaching as a unique synthesis of such disciplines as learning theories, adult development, behavioural/social sciences, leadership and management sciences, communication techniques, which in combination creates its own knowledge base.

The current level of knowledge in the field of coaching

Forums. It was a kind of scientific breakthrough in 2008, two remarkable events: Global Convention on Coaching (GCC) in Dublin and International Coaching Research Forum in Harvard occurred that year. The original role of the GCC was to research the rising profession of coaching worldwide, and to begin to build an international community. To foster coaching research, a group of forty internationally recognized researchers, coaching professionals and other coaching stakeholders from around the world gathered at International Coaching Research Forum (ICRF) in September 2008. The Forum has elaborated the document "100 Coaching Research Proposal Abstracts" with the view of steering coaching studies and inspiring new research ideas.

Research centres. The Institute of Coaching at McLean Hospital of Harvard Medical School was established in early 2009. The aim of the Institute is to build up a strong global coaching research community which is based on the eminent coaches and researchers in healthcare coaching, leadership coaching, and positive psychology. Healthcare and leadership coaching is based on a robust theoretical and empirical basis of positive psychology. The Institute of Coaching supports and guides scientific research of coaching and translates it into evidence-based coaching practices.

Another prominent coaching research centre is the International Centre for Coaching and Leadership Development at Oxford Brookes University. The philosophical underpinnings of coaching are among the Centre's research interests. The key researchers of the Centre are Dr Tatiana Bachkirova, the leader of the Coaching and Mentoring Research Group, the author of the books on Developmental Coaching, she is also working on the project 'Self-deception in Coaching'; and Dr Elaine Cox, director of the Doctor of Coaching and Mentoring Programme, her current research projects are focused upon the development of emotional strength through coaching, as well as the relationship between philosophy and coaching, and the issues arising in reciprocal peer coaching.

The Chartered Institute of Personnel and Development (CIPD), the world's largest Chartered HR and development professional body, conducts surveys, prepares reports and holds conferences on coaching. The findings from CIPD surveys on the state of coaching are widely used by the leading researchers and research centres. Under the survey report "The Coaching Climate" (2011), coaching

remains both key learning and crucial organisational intervention. Coaching is used nearly as much to improve poor performance as to build on good performance. The survey (2011) also mentions that another key purpose for coaching, to build employee engagement, has more than double increased in comparison with the 2009 survey.

Professional Bodies. With the popularity of coaching the number of coaches has been dramatically increasing. In this situation it is rather difficult to regulate the quality of coaching service to protect clients of coaching from low-quality service, set standards for coaches' ethical, professional, and business behaviours and promote coaching as profession. As a result, a number of professional bodies have emerged.

There are two largest professional bodies in Europe: The International Coach Federation (ICF) and The European Mentoring and Coaching Council (EMCC). ICF, the leading global organization for coaches, devotes their work to advancing the coaching profession by setting high ethical standards, providing independent certification, and building a worldwide network of credentialed coaches. Under Strategic Plan for the European Mentoring and Coaching Council for the years 2012 – 2017, the purpose of the EMCC is to develop, promote and set the expectation of best practice in mentoring and coaching across Europe and beyond, for the benefit of society.

Prominent researchers. Bob Garvey, Professor in Sheffield Hallam University has an international reputation for his ground break work in coaching and mentoring. His current research interests are focused on performance coaching and the historical discourses of mentoring and coaching, he is the author and co-author of books and books chapters on theoretical and practical issues of coaching and mentoring.

David Megginson, an Emeritus Professor of Human Resource Development (HRD) in Sheffield Hallam University, co-founder of the European Mentoring and Coaching Council, has made a huge contribution to coaching and mentoring research.

David Clutterbuck is a visiting professor in Sheffield Hallam University and Oxford Brookes University, co-founder of the European Mentoring and Coaching Council, a prolific writer of more than 45 books and one of the leading authorities internationally on coaching and mentoring.

Therefore, the analysis of the current state of things shows that there is scientific interest to coaching. However, it seems that there is no consensus about unified and integrated approach to the nature and scope of coaching.

Definition of coaching

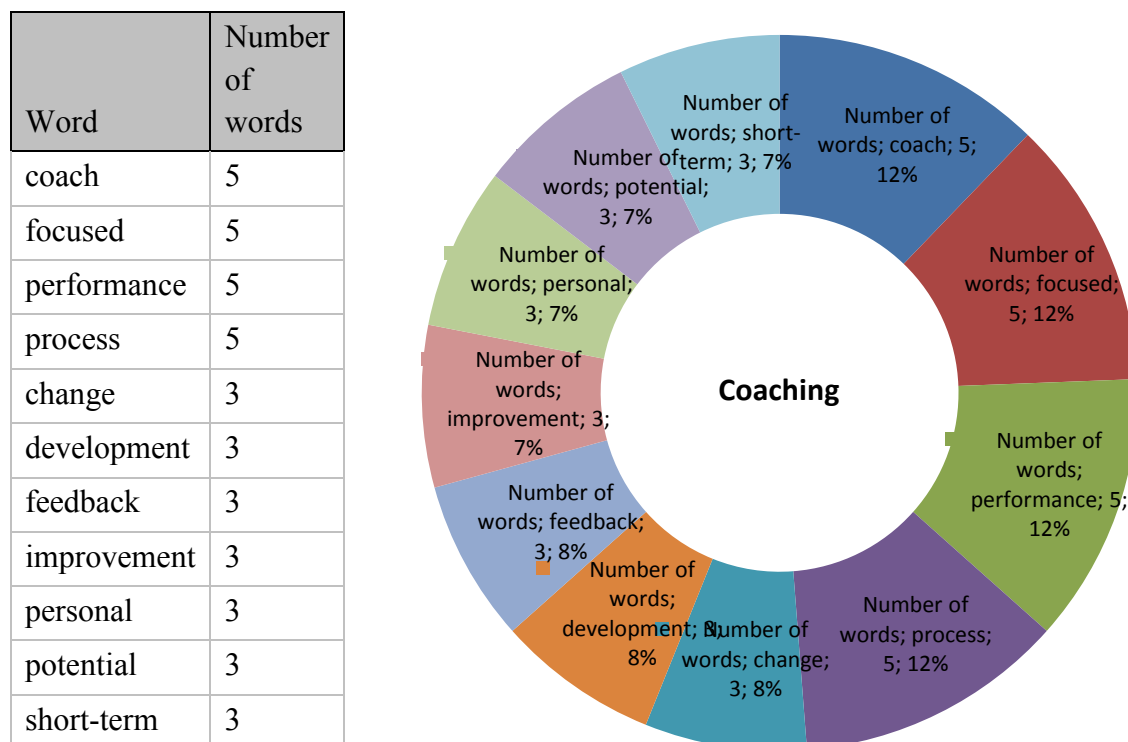
Although coaching has become incredibly popular, there is still a lot of uncertainty and vagueness around what coaching is really about. There is certainly no consensus on a definition of coaching (Ladyshevsky 2010: 292) and no agreed approach to the definition (Passmorea, Fillery-Travis 2011: 74). 9 definitions of coaching from different authoritative recourses were analyzed. (See Table 1)

Frequency of words was computed via SQL query to table containing all words from various definitions of "coaching". The results presented in Figure 1. demonstrate that coaching is mostly defined by words 'performance' and 'process', however the frequency of the use of these words in the definitions is low.

Table 1. Definitions of coaching

Nr	Organisation / Researcher	Definition
1.	Institute of Coaching, McLean/Harvard Medical School	Coaching is a change process that mobilizes strengths and realizes the potential of individuals and organizations. The practice of coaching embodies a unique skill set designed to optimize the performance of a person or organization in diverse arenas including leadership, healthcare, and public service.
2.	Oxford Brookes University Coaching and Mentoring Society (OBCAMS)	Coaching and mentoring are both human development processes that involve structured, focused interaction and the use of appropriate strategies, tools and techniques to promote desirable and sustainable change for the benefit of the client and other stakeholders.
3.	International Coach Federation Code of Ethics	Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential
4.	Peter Hawkins, Nick Smith	Coaching is the focused application of skills that deliver performance improvement to the individual's work in their organisation, through robust support and challenge. The coaching process should yield learning and personal development for the executive, and help them to contribute more of their potential. This collaborative relationship will be short-term and practically focused, and will be marked by clear, strong feedback.
5.	Bob Garvey, Paul Stokes, David Megginson	Coaching is still associated with performance improvement of a specific kind related to a job role but it is also increasingly linked to leadership development, transition and change and generally developing a focus for the future
6.	David Megginson,. David Clutterbuck,	Coaching relates primarily to performance improvement (often short-term) in a specific skills area. The goals, or at least the intermediate or sub-goals, are typically set with or at the suggestion of the coach. While the learner has primary ownership of the goal, the coach has primary ownership of the process. In most cases, coaching involves direct extrinsic feedback (i.e. the coach reports to the coachee what he or she has observed)
7.	Bill Critchley	Coaching is an activity that usually takes a dyadic form, with the coach being primarily contracted to be in service of his or her individual client. "Coaching is inherently a non-linear, non-instrumental, dynamic relational process.
8.	Jonathan Passmore and Annette Fillery-Travis	...a Socratic based future focused dialogue between a facilitator (coach) and a participant (coachee/client), where the facilitator uses open questions, active listening, summarises and reflections which are aimed at stimulating the self awareness and personal

		responsibility of the participant.
9.	Richard Ladyshefsky	Coaching is considered a short-term developmental interaction focused on performance, with goal setting, providing practical application, feedback and teaching as components.

Figure 1. Definitions of coaching. Word frequency analysis.

Lack of unified approach to definition forces the authors of the present research to be on the position of the leading research centers: Institute of Coaching, McLean/Harvard Medical School and Oxford Brookes University Coaching and Mentoring Society, and accept their definitions as working definitions of coaching for the present research.

The coaching process is not in search for deficits or negative assets; it is rather a search for positive assets and potential (Moen and Federici, 2012:115). One important principle that distinguishes coaching from other targeted interventions is that in coaching individual has the capability to find solutions to his or her problems through increased awareness. The coach is a facilitator whose aim is to help the coachee to increase this awareness. (Moen and Federici, 2012:114) Therefore, active listening is essential in successful coaching process as the attention to the coachee's world. The other essential component of the process is asking the right questions which is followed by the deep listening. By using powerful questioning and active listening the coachee will become more aware of the focused case and increase his or her ability to take responsibility in his or her learning. (Moen and Federici, 2012:114-115).

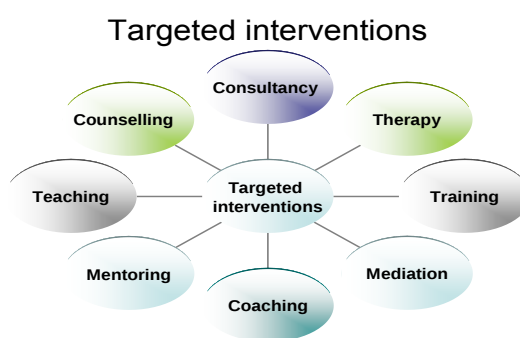
A number of authors have suggested that coaching relationships are essentially a prerequisite for coaching. In their study Gregory and Levy (2012) examined the commonly held notion that the relationship is a critical prerequisite for effective coaching. Selection and matching of coaches with coachees is considered an essential factor in the ultimate success of the coaching relationship (Wycherley and Cox, 2008:39)

The issue of how best to measure the impact of coaching has exercised researchers for a very long time. (Grant 2012: 75). Although a monetary appraisal of the financial viability of coaching engagements is an essential part of the natural due diligence that organisations should conduct, a myopic focus on financial issues runs the risk of client organisations being blinded to the very real potential of coaching to create a broad range of positive humanistic outcomes. With coaching being able to deliver a such rich array of potential human benefits, financial ROI is indeed a poor and impoverished measure of coaching success. (Grant 2012: 82)

Coaching and other targeted interventions

The aim of this part of literature review was to compare coaching with other targeted interventions to identify distinctive features of coaching, and distinguish coaching from similar activities such as mentoring, consulting, mediation, counselling, therapy, training and teaching (Fig. 2).

Figure 2. Targeted interventions



The literature comparative analysis determines that there are more differences than similarities between targeted interventions. Each intervention has its own purpose, and is delivered by experts with different qualifications and under different relationships with the individual.

Coaching and mentoring are concerned with achievements in the present and future. However, coaching helps a person change in the way they wish and is typically applied to specific present-moment work-related issues (Peltier 2010). Mentoring is mostly about the assistance, giving advice and providing role model from the side of a senior colleague. Therefore, in spite of the unity of purpose, coaching and mentoring are delivered in different ways.

Mediation is a process in which the participants, with the support of the mediator, identify issues, develop options, consider alternatives and make decisions about future actions and outcomes. In this case, the philosophy of mediation is rather close to coaching; however, mediation assists in managing the process of dispute and conflict resolution, but coaching helps a person develop in a more effective way. Therefore, both coaching and mediation have rather close philosophy, but different aims.

Coaching, like consultancy, is mostly focused on work-related or business problems; however, coaching does so in a way that allows employees to develop those skills themselves, while consultancy provides expertise and solves business problems, or develops a business as a whole, and deals mostly with the overall organization or specific parts of it and not individuals within it, hence, coaching and consultancy have different focus on implementation.

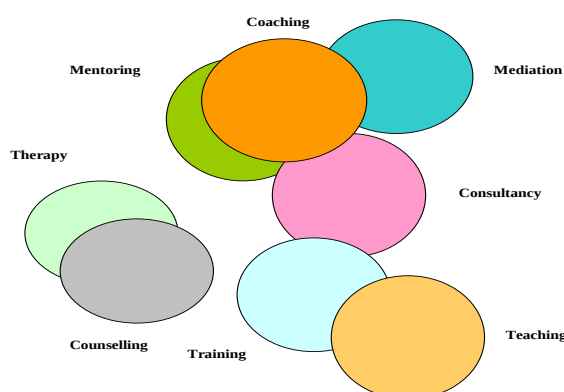
Teaching and training deal with passing and getting knowledge, teachers and trainers are experts in this process. In this case, there is a great difference between training, teaching and coaching. In coaching the client, not the coach, is an expert and has the answer. The role of the coach is to

provide support to enhance the skills and inspires the client to maximize his/her personal and professional potential.

The difference between coaching and counselling and therapy is that coaching is focused on the mental growth, while counselling and therapy deal with clients' remedial problems and mental health. Opposite to counselling that deals with a client who feels uncomfortable, or dissatisfied with their life, and therapy that deals with the client who seeks relief from psychological or physical symptoms, coaching is seen as a benefit for high achievers, key people and those with great potential.

In business context, coaching has more common features with mentoring, mediation and consultancy. At the same time, these interventions are not interchangeable (Fig. 3).

Figure 3. The implementation of targeted interventions in organisation.



The reasons for the implementation of coaching in organisation

There are a number of factors that make coaching favourable intervention in organisations (Jarvis, 2004). (See Table 2) Organizations are constantly seeking ways to adapt themselves to changes in a business environment and better prepare for the future. The key characteristics of the environment are volatility, uncertainty, complexity, and ambiguity. The key to success in this world is continuous and effective learning on both an individual and organizational level. The increased complexity of work today demands the ability to learn and adapt quickly among all levels of an organization. Traditional learning and development methods do not ensure the desired change. To better compete in a new environment, there is a need for the different types of training and lifelong learning. The employees have become more responsible for their development and growth, they need advice and support. The individual approach that characterizes coaching makes it a favourable intervention for organizations to effectively maximize development among its employees. Coaching promotes desirable and sustainable change for the benefits of both individual and organisation (Cox, Bachkirova and Clutterbuck 2011: 1)

Table 2. Factors that affect the implementation of coaching in organisations.

Factors	Reasons for implementation
---------	----------------------------

<i>A rapidly evolving business environment.</i>	Coaching has become popular in helping individuals adjust to major changes in the workplace.
<i>The features of modern organisations.</i> Flatter organisational structures, broader management roles and lower job security often results in particularly newly promoted individuals, having to progress and develop quickly in terms of skills and responsibility	Coaching can support these individuals in achieving these changes.
<i>Employee demand for different types of training.</i>	Coaching, with its focus on work issues and improving job performance, fits in well with this.
<i>The need for lifelong learning and development.</i> The growing need for organisations and individuals to change and keep changing in order to keep up with a fast-paced, turbulent world market.	Coaching has the adaptability to support different learning styles so may be able to support more employees than traditional training methods.
<i>The need for targeted, individualised, just-in-time development.</i>	Coaching offers a flexible, responsive approach to development, which can be delivered individually, and 'just-in-time' to address deficiencies in current performance or to strengthen under-developed skills.
<i>The financial costs of the poor performance of senior managers/executives.</i>	Coaching provides organisations with an opportunity to undertake pre-emptive and proactive interventions to improve their performance
<i>Improving the decision-making of senior employees.</i>	A coach can be used to provide a 'safe and objective haven' to discuss issues and give support. This can be valuable when the return on improvement in skill level and decision-making is considered.
<i>Individual responsibility for development.</i> There is an increasing trend for individuals to take greater responsibility for their personal and professional development. If individuals are to take responsibility, they need support and advice.	Coaching can help individuals identify development needs, plan development activities and support personal problem-solving.
<i>Support for other learning and development activities.</i>	Coaching is a valuable way of providing ongoing support for personal development plans.
<i>A popular development mechanism.</i> People	Participants get direct one-to-one assistance

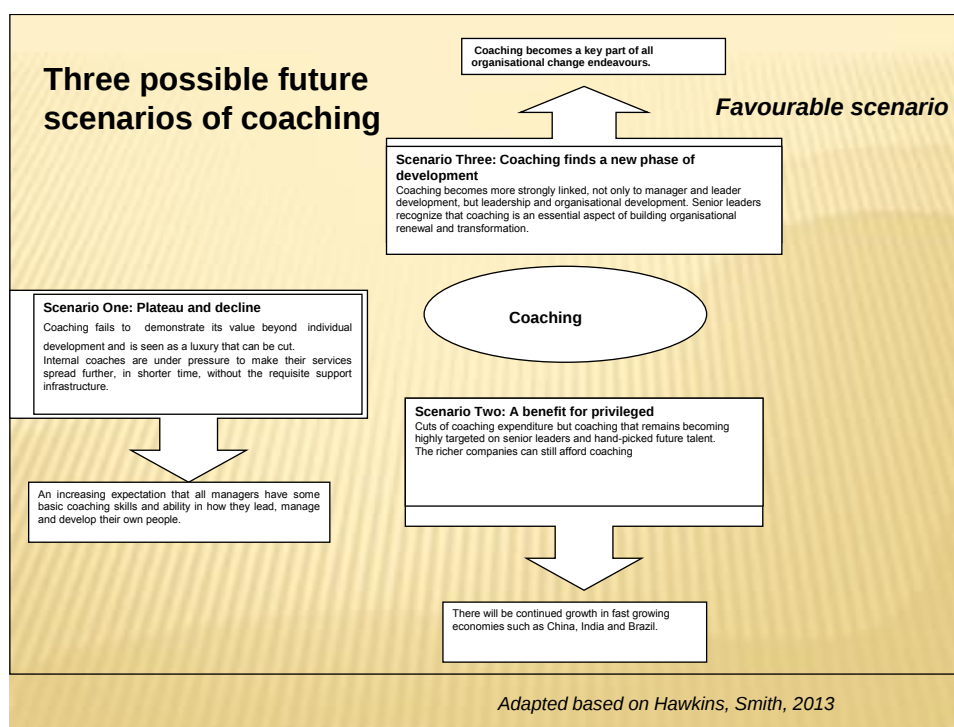
enjoy participating in coaching.	and attention; it can fit in with their own timeframes and schedules; and there is the potential to see quick results if they are dedicated.
----------------------------------	--

(Adapted based on Jarvis, 2004)

Future scenarios of coaching

Coaching in organisations has been a popular for more than 20 years, and its popularity is constantly growing not only in the UK, North America, parts of Europe and Australia, but throughout most other parts of the world (Hawkins, Smith 2013). However, in spite of this growth, Hawkins argues that coaching industry needs a big shaking up and coaching needs a new paradigm. Hawkins and Smith (2013) consider three possible scenarios for the future of coaching: Scenario One: Plateau and decline; Scenario Two: A benefit for privileged; Scenario Three: Coaching finds a new phase of development (Fig.4).

Figure 4. Three possible future scenarios of coaching.



Under Scenario One, all managers will have some basic coaching skills and can play the role of internal coaches to manage and develop employees. But the internal coaches will have to work without the requisite support infrastructure. Coaching fails to demonstrate its value beyond individual development and is seen as a luxury that can be cut. Under Scenario Two, coaching will be considered as a highly targeted privileged intervention for senior people and talented employees. Only richer companies can afford coaching. Under Scenario Three, coaching will become a key point of all organisational change. Coaching will become more strongly linked to organisational level and become an essential aspect of organisational renewal and transformation.

It is obvious that Scenario Three is favourable for future coaching development. Under this scenario coaching becomes the collective partnership solution for many different organisational needs. To achieve Scenario Three Hawkins and Smith (2013) outline the needs for

1. individual coaching: to focus on outcome objectives to improve both individual, team and organisational performance and deliver value to stakeholders;
2. team coaching: to be systematic to support the development of high-performing teams and effective collective leadership;
3. external and internal coaching: to develop the sustaining mechanisms of integration to build coaching into the fabric of the organisation.

4. Coaching in Latvia

The online research has been conducted to investigate the current state of coaching in Latvia with special emphasis on the use of coaching for organisational purposes. Coaching in Latvia is delivered by professional organisations as well as other organisations focused on learning and development. The results of the analysis are presented in the consolidated table (Table 3).

Table 3. Implementation of coaching in Latvia

Coaching Organisations	ICF Latvia
	Baltic Coaching Centre (BCC)
	Riga Coaching School
Other organisations that provide coaching	SIA Eiro Personāls
	Mind Storm
	Success LAB
	Organization Development Academy
Projects	Pilot project Career mentoring and coaching, 2010
	JOSEFIN - Joint SME Finance for Innovation, 2010 - 2012
Programs	International accredited professional business coaching training program "Leader as a Coach"
Events	Coaching Week
	Masterclasses
	Seminars

Coaching is still a very new professional field in Latvia. One of the first publications in which coaching was mentioned as a business tool was the article in the newspaper "Dienas Bizness" in May 2004 called "The modern work education of a team". More regular publications about coaching were observed starting 2008 / 2009. In the end of 2008 Latvia became ICF member.

The analysis reveals that external coaching for organisations is mostly focused on the development of a new style of leadership as well as on the support to entrepreneurs to implement their new ideas. International accredited professional business coaching training program "Leader as a Coach" is created for leaders, managers and HR specialists. The aim of the program is to facilitate developing basic skills of people management in coaching style. A special annual event such as Coaching Week has been running for the last few years. Different events such as lectures, workshops, master

classes, coaching sessions and activities of the Coach Club take place in Riga and other regions of Latvia. Coaching is viewed from different aspects – as means of achieving one's individual goals, business targets, implement change management, etc. During Coaching Week 2013 the masterclass "Line Managers as Coaches" by Professor Bob Garvey was held. The interest in coaching among organisations is growing. This proves by the increasing number of leaders and managers participating in different coaching events. However, in spite of this growing interest, information on coaching is not widely spread and the concept of coaching is not fully understood. As a result, coaching is confused with other targeted interventions such as mentoring or consulting. It is mostly expected to receive concrete advice or recommendations from coaching.

5. Questionnaire for experts in Coaching

The aim of the questionnaire was to find out the opinion of the experts about implementation, benefits and challenges of coaching in organisations to develop conceptual model taking into consideration regional peculiarities.

A list of potential participants was compiled through the direct contacts in the coaching community of Latvia and Lithuania. As a result, six experts from Latvia and Lithuania were selected for experts' opinion questionnaire.

A questionnaire comprises 24 questions distributed in seven parts. The following types of questions were used: Likert type Scale, ranking, open ended questions.

Section 1. Professional Background and Experience. The aim of this section is to collect data about experts' background and their opinion about the support of their practice by professional associations.

Section 2. Client profile. The aim of this part is to determine the profile of the organisations that use coaching services. The following factors: industry and company, size, that shape an organization's use of coaching, were taken into consideration.

Section 3. Professional Practice. The aim of this section is to collect data about the purpose of coaching engagement and the level of effectiveness that coaching has had on the business skills and processes.

Section 4. Coaching Process. This section aims to determine the distinctive features of coaching and key elements of coaching process. The Section contains Likert 5 point agree/disagree scale, Likert 7 point importance scale and open ended text follow up question.

Section 5. Measuring coaching results. The aim of this section is to find out the experts' opinion about the level of importance of measuring the results in coaching as well as the methods that they use in their practice.

Section 6. Benefits and challenges of coaching. This Section focuses on coaching benefits and challenges for organisations.

The Questionnaire finalizes with open ended final text question.

The results

All experts are certified external executive coaches. They all graduated from accredited coach training programs and have experience in delivering coaching in different industries, i.e. Banking

and Financial Service, Information Technology, Manufacturing and Production, Retail and Wholesale, Education, and in companies of different size, from under 50 employees to 1000 or more employees. 3 coaches have been practicing coaching for more than 6 years

As a key purpose for coaching engagement in organisation most experts indicated learning and development to increase individual worker skill levels and increase individual worker skill levels. The next two top purposes are performance management to improve business performance and leadership development to facilitate a transition to senior roles.

There was difference in experts' responds on who receives coaching and who needs coaching in organisation. The experts agreed the executives receive coaching most and they should be at the top of the list of those who need coaching. The majority of experts indicate the next two target groups that receive coaching are high potential employees and middle management. However, they consider that the next two positions in a list who needs coaching should be teams and high potential employees.

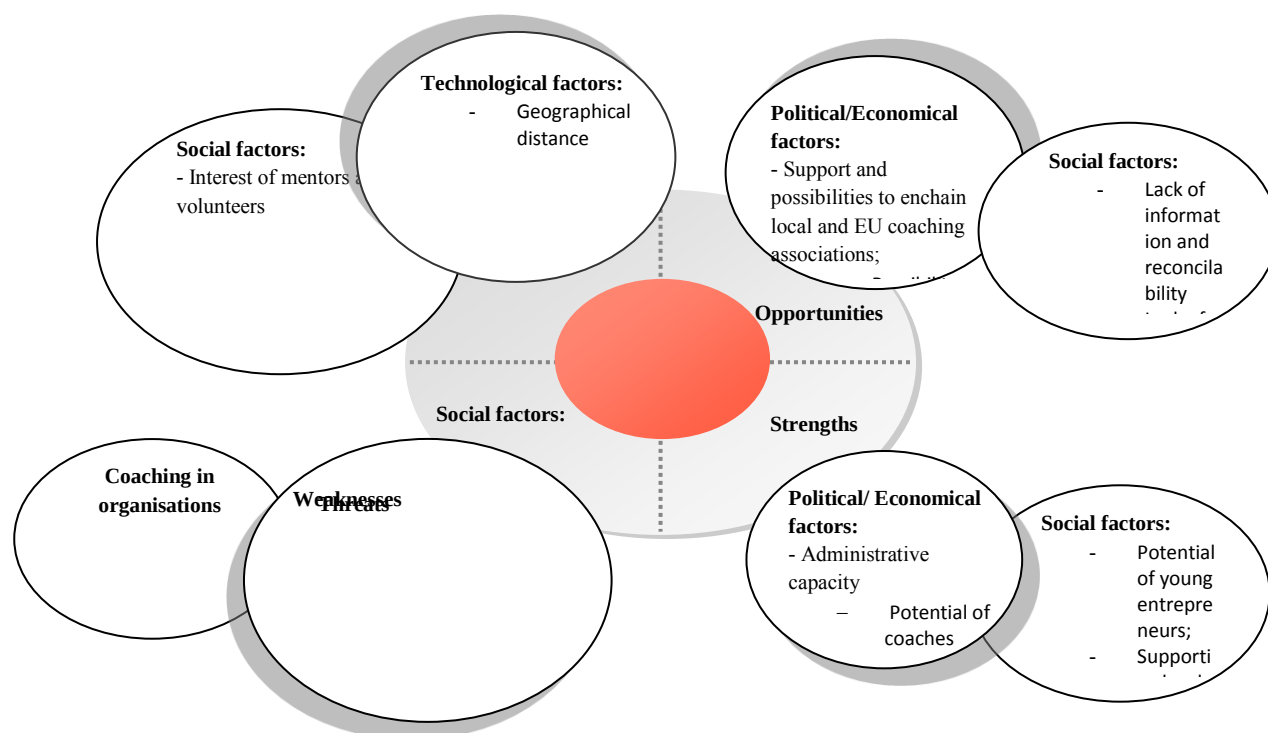
Focused on the key characteristics of coaching, the vast majority of experts highlighted that coaching is used to develop high-potential performers, 2/3 agreed that coaching helps a person change in the way they wish and 60 % of experts consider that coaching is concerned mainly with achievements in the present and the future.

The experts were asked to rate the factors that affect coaching process. The top three factors are as follows: (1) Building and sustaining trust; (2) Commitment and support from all stakeholders; (3) Powerful questions. It is worthy to notice that the factors Constructive and real-time feedback (8) and Post-coaching developmental plan (9) are at the bottom of the list.

The next set of questions proves the insufficient experts' attention to the measurement of the results. Only 30 % of experts consider that measuring the outcomes in coaching is essential and 1/3 of experts always measure the results in their practice. The top progress reporting forms by experts' opinion are mostly focused on achievements on individual level, such as coachee self-assessment (1); surveys related to behaviour change(2); feedback from coachee (3).

Comparing with literature review findings, experts mentioned the similar benefits from coaching: use of people, skills and resources (1); improve business performance (2); enhance relationships and teamwork between staff at different levels (3). However, the challenges mentioned by experts: lack of support from top management (1); executives do not have time to participate (2); lack of knowledge about coaching among employees (3), are more typical for Latvia than for coaching as a whole.

The findings of all steps of the research, i.e. literature review, analysis of situation in Latvia and experts questionnaire have been consolidated in SWOT analysis (Fig. 5).

Figure 5. SWOT Analysis

The analysis reveals internal strengths and weaknesses of coaching as a targeted intervention implemented in organisations as well as opportunities and threats from external environment that can affect the effective implementation of coaching in organisations in Latvia.

6. Conclusion

Coaching is the topic which is discussed from different perspective; there is no unified approach to the definition of this field of study.

The definitions of Institute of Coaching, McLean/Harvard Medical School and Oxford Brookes University Coaching and Mentoring Society, are accepted as working definitions of coaching for the present research.

Among other targeted interventions, coaching is positioned as beneficial, self-development, deals with the client's mental growth, work-related intervention. The client, not the coach, is an expert and has the answer in coaching.

For successful future development coaching needs to become a key point of all organisational change and be more strongly linked to organisational level.

In Latvia there is potential to develop and implement new coaching programs focused on organisations. However, in spite of the growing interest to coaching among organisations, information on coaching is not widely spread and the concept of coaching is not fully understood in Latvia. As a result, coaching is confused with other targeted interventions such as mentoring or consulting. It is mostly expected to receive concrete advice or recommendations from coaching.

By experts' opinion, coaching in organisations is mostly used for executives for learning and development to develop high-potential performers. At the same time, experts underestimate the importance of measuring the results of coaching.

SWOT analysis consolidates all stages of the research and presents the foundation for the development of the conceptual model of coaching taking into consideration regional peculiarities.

Bibliography

- Critchley B. (2010). 'Relational coaching: taking the coaching high road'. *Journal of Management Development*, 29 No. 10, pp. 851-863.
- Cox E., Bachkirova T. and Clutterbuck D., (2011). 'The Complete Handbook of Coaching'. Sage Publications Ltd.
- De Meuse, Kenneth P. Dai, Guangrong and Lee, Robert J. (2009) 'Evaluating the effectiveness of executive coaching: beyond ROI?', *Coaching: An International Journal of Theory, Research and Practice*, 2: 2, pp. 117 — 134
- Garvey B., Stokes P., Megginson D. (2009). 'Coaching and Mentoring: Theory and Practice'. Sage Publications Ltd.
- Grant A. (2012). 'ROI is a poor measure of coaching success: towards a more holistic approach using a well-being and engagement framework' *Coaching: An International Journal of Theory, Research and Practice*, 5:2, pp. 74-85
- Gregory J. & Levy P. (2012). 'Employee feedback orientation: implications for effective coaching relationships.' *Coaching: An International Journal of Theory, Research and Practice*, 5:2, pp. 86-99
- Hawkins P., Smith N. (2006). 'Coaching, Mentoring and Organisational Consultancy: Supervision and Development'. Maidenhead: MacGraw Hill/Open University press
- Ives Y. (2008). 'What is 'Coaching'? An Exploration of Conflicting Paradigms.' *International Journal of Evidence Based Coaching and Mentoring*, 6, No.2 pp. 100 – 113
- Jarvis J., (2004). 'Coaching and buying coaching services'. CIPD
- Ladyshewsky R., (2010). 'The manager as coach as a driver of organizational development,' *Leadership & Organization Development Journal*, 31 No. 4, pp. 292-306.
- Megginson D. and Clutterbuck D. (2005). 'Techniques for Coaching and Mentoring'. Elsevier Butterworth Heinemann
- Moen F. & Federici R.(2012). 'The effect from external executive coaching.' *Coaching: An International Journal of Theory, Research and Practice*, 5:2, pp. 113-131
- Passmore J., Fillery-Travis A., (2011). 'A critical review of executive coaching research: a decade of progress and what's to come,' *Coaching: An International Journal of Theory, Research and Practice*, 4:2, pp. 70-88.
- Peltier B.,(2010). 'The Psychology of Executive Coaching: Theory and Application.' 2nd ed., Taylor and Francis Group Ltd.
- Stojnov D., Pavlovic J. (2010). 'An invitation to personal construct coaching: From personal construct therapy to personal construct coaching'. *International Coaching Psychology Review*, 5, pp. 129-139.
- Wycherley I. and Cox E. (2008) 'Factors in the selection and matching of executive coaches in organisations', *Coaching: An International Journal of Theory, Research and Practice*, 1: 1, pp. 39 — 53
- 8th Annual Coaching and Mentoring Research Conference, [online]. Available at < <http://business.brookes.ac.uk/research/areas/coaching-mentoring/coaching-mentoring-conference>> (Accessed 27 July 2013].
- 100 Coaching Research Proposal Abstracts, International Coaching Research Forum, September 28 – 29 (2008) Cambridge, Massachusetts Harvard Medical School, [online]. Available at: <

- <http://www.instituteofcoaching.org/images/pdfs/100ResearchIdeas-ICRF.pdf>. > (Accessed: Aug 20 August 2012).
- Baltic Coaching Centre (BCC) [online] Available at: < <http://www.bcoach.lv/eng> > (Accessed 20 June 2013)
- The Chartered Institute of Personnel and Development. (2011) The Coaching Climate. Survey report. London: CIPD, [online]. Available at: < <http://www.cipd.co.uk/binaries/Coaching%20climate%202011.pdf> > (Accessed: 23 August 2012).
21. The Dublin Declaration on Coaching (2008), [online]. Available at: < http://www.gsaec.org/pdf/Dublin_Declaration_Coaching_Appendices.pdf > (Accessed: 05 September 2012).
- European Mentoring and Coaching Council. (2012) Strategic Plan for EMCC for the years 2012 – 2017 Brussels, Belgium, [Online]. Available at: < http://www.emccouncil.org/webimages/EMCC/EMCC_strategy_plan_2012-17_-_web_version.pdf > (Accessed: 24 August 2012)
- Eiro Personāls [online] Available at: < <http://www.eiropersonals.lv/lv/apmaciba/atvertie-seminari/279> > (Accessed 20 June 2013)
- JOSEFIN - Joint SME Finance for Innovation [online] Available at: < <http://www.josefin-org.eu/Downloads.296.0.html#c2463> > (Accessed 20 June 2013)
- ICF Code of Ethics [online] Available at: < <http://www.coachfederation.org/about/ethics.aspx?ItemNumber=854&navItemNumber=634> > (Accessed 12 August 2013)
- ICF Latvia [online] Available at: < <http://icf.lv/> > (Accessed 12 July 2013)
- Institute of Coaching, McLean/Harvard Medical School [online] Available at: < <http://www.instituteofcoaching.org/index.cfm?page=aboutus> > (Accessed 10 August 2013)
- International accredited professional business coaching training program “Leader as a Coach” [online] Available at: < <http://www.bcoach.lv/eng/coaches/program> > (Accessed 10 August 2013)
- Hawkins P., Smith N. (2013). ‘Coaching, Mentoring and Organisational Consultancy: Supervision and Development’ [online] Available at: < http://www.amazon.co.uk/Coaching-Mentoring-Organizational-Consultancy-Supervision/dp/0335247148/ref=dp_ob_title_bk#reader_0335247148 > (Accessed 13 August 2013)
- Mind Storm [online] Available at: < <http://www.mindstorm.lv/index.php/lv/vaditajiem/koucingshttp://business.brookes.ac.uk/research/areas/coaching-mentoring/> > (Accessed 15 August 2013)
- Mediator Standards Board [online] Available at: < <http://www.msb.org.au/http://business.brookes.ac.uk/research/areas/coaching-mentoring/> > (Accessed 15 August 2013)
- Organization Development Academy [online] Available at: < <http://www.oda.lv/?cat=100&lang=enhttp://business.brookes.ac.uk/research/areas/coaching-mentoring/> > (Accessed 25 July 2013)
- Oxford Brookes University Coaching and Mentoring Society (OBCAMS) [online] Available at: < <http://business.brookes.ac.uk/research/areas/coaching-mentoring/> > (Accessed 10 August 2013)
- Pilotprojekts Karjeras mentorings un koucings 2010 [online] Available at: < http://www.lidere.lv/dl/Karjeras_M_K/Sludinajums_01.04.pdf > (Accessed 10 July 2013)

- Riga Coach [online] Available at: < <http://rigacoach.lv/en/aktuali/koucings-vesture-un-attistiba>> (Accessed 16 July 2013)
- Riga Coaching School [online] Available at: <<http://www.lifecoaching.lv/rus/>> (Accessed 10 July 2013)
- Success LAB [online] Available at: < <http://successlab.lv/coaching>> (Accessed 10 July 2013) 38.
- What is Mentoring and what is Coaching? [Online]. Available at < http://www.sagepub.com/upm-data/42873_Garvey.pdf. > (Accessed: 23 October 2012)