



**ASSOCIAÇÃO DE POLITÉCNICOS DO NORTE (APNOR)
INSTITUTO POLITÉCNICO DE BRAGANÇA**

**"Coaching as an effective method of shaping the professional profile of
employees in the business"**

Abdul Rehman Shabli

a33624

Final Dissertation submitted to Instituto Politécnico de Bragança
To obtain the Master Degree in Management, Specialization in Business Management

Supervisor:

Ana Paula Monte

Bragança, December, 2020.



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Abstract

The aim of this dissertation is to show the relevance of coaching in the development of the employee's skills and maybe for the performance of the companies itself. Each company can use different types of coaching for employees at various levels. Both people using coaching services and bystanders have created such an image of these services that it raises many doubts as to its effectiveness. An important element at work is, above all, understanding the essence and operation of coaching and its impact on employee' skills development. The issue of coaching is embedded in human resource management. Considering this, taking up this topic seems extremely important, and an in-depth analysis of the results of the surveyed group of employees answers the question of whether coaching is actually an effective method of influencing the professional profile of employees in an enterprise (Whitmore, 2017). The research was based on a sample size of 100 respondents. The survey was conducted during the months March and April 2020. The questionnaire was made available on various online groups, including Facebook to people who participated in coaching services. All of the respondents were coachees from different organizations and has participated in different coaching sessions.

Keywords: coaching, employees, business, development

Resumo

O objetivo desta dissertação é demonstrar a importância do *coaching* para o desenvolvimento das competências dos colaboradores e provavelmente também para o desempenho das próprias empresas. Cada empresa pode usar diferentes tipos de *coaching* para os colaboradores em vários níveis. Tanto as pessoas que utilizam os serviços de *coaching* quanto os espectadores criaram uma imagem desses serviços que levanta muitas dúvidas quanto à sua eficácia. Um elemento importante no trabalho é, acima de tudo, compreender a essência e o funcionamento do *coaching* e seu impacto no desenvolvimento das competências dos colaboradores. A questão do *coaching* está embutida na gestão de recursos humanos. Considerando isso, retomar este tópico parece extremamente importante, e uma análise aprofundada dos resultados do grupo de colaboradores pesquisados responde à pergunta se o *coaching* é realmente um método eficaz de influenciar o perfil profissional dos funcionários em uma empresa (Whitmore, 2017). A pesquisa teve como base uma amostra de 100 respondentes. A pesquisa foi realizada durante os meses de março e abril de 2020. O questionário foi disponibilizado em diversos grupos online, inclusive no Facebook, para pessoas que participaram de serviços de *coaching*. Todos os entrevistados eram coachees de diferentes organizações e participaram de diferentes sessões de *coaching*.

Palavras-chave: coaching, colaboradores, negócios, desenvolvimento de competências

خلاصہ

اس مقالے کا مقصد ملازم کی صلاحیتوں کی نشوونما میں کوچنگ کی مطابقت کو ظاہر کرنا ہے اور شاید خود کمپنیوں کی کارکردگی کے لئے بھی۔ ہر کمپنی مختلف سطحوں پر ملازمین کے لئے مختلف قسم کی کوچنگ استعمال کر سکتی ہے۔ دونوں افراد نے کوچنگ خدمات استعمال کرنے والے اور باری باریوں نے ان خدمات کی ایسی شبیہ تیار کی ہے جس سے اس کی تاثیر پر بہت سے شکوک و شبہات پیدا ہوتے ہیں۔ کام میں ایک اہم عنصر ، سب سے بڑھ کر ، کوچنگ کے جوہر اور اس کے عمل کو سمجھنا اور ملازمین کی مہارتوں کی نشوونما پر اس کے اثرات کو سمجھنا۔ کوچنگ کا معاملہ ہیومن ریسورس مینجمنٹ میں سرایت کر گیا ہے۔ اس پر غور کرتے ہوئے ، اس موضوع کو اٹھانا انتہائی ضروری معلوم ہوتا ہے ، اور سروے شدہ ملازمین کے گروپ کے نتائج کا گہرائی سے تجزیہ کرنے سے اس سوال کا جواب ملتا ہے کہ کیا کوچنگ دراصل کسی (2017) ، انٹراپرائز میں ملازمین کی پیشہ ورانہ پروفائل کو متاثر کرنے کا ایک موثر طریقہ ہے (وائٹ مور)۔ یہ تحقیق 100 جواب دہندگان کے نمونہ سائز پر مبنی تھی۔ یہ سروے مارچ اور اپریل 2020 کے مہینوں کے دوران کیا گیا تھا۔ یہ سوالنامہ مختلف آن لائن گروپوں پر مہیا کیا گیا تھا ، جن میں ایسے افراد کو فیس بک بھی شامل تھا جنہوں نے کوچنگ خدمات میں حصہ لیا۔ جواب دہندگان میں سے سبھی مختلف تنظیموں کے کوچ تھے اور انہوں نے مختلف کوچنگ سیشنوں میں حصہ لیا۔

کوچنگ ، ملازمین ، کاروبار ، ترقی : کلیدی الفاظ

Table of content

List of Figures	v
List of Tables	vi
Introduction.....	1
1. Coaching in theory	2
1.1 Coaching history.....	2
1.2 Objectives and types of coaching	3
1.3 The pros and cons of coaching	5
1.4 Features of a professional coach and effectiveness of coaching	6
2. Employee professional development and the importance of coaching.....	9
2.1. The importance of employee professional development	9
2.2. Employee development methods and the importance of coaching	11
2.3. Benefits and costs in creating human capital.....	13
3. The scope of the research.....	17
3.1. Purpose and subject of research	17
3.2. The methods and research tool used in the work	17
3.3. Characteristics of the sample	20
4. Analysis and assessment of the effectiveness of coaching in shaping the professional profile of the respondents	22
4.1. Coaching against the background of other forms of development in the respondents' opinion	22
4.2. Assessment of the effectiveness of coaching sessions in the opinion of respondents	25
4.3. Assessment of personal and enterprise benefits resulting from coaching according to respondents	29
4.4. Predictions regarding the development of coaching in the respondents' opinion	32
Conclusions, limitations and Suggestions for further research	36
References	38
Annex I – Descriptive Statistics of the questionnaire	41
Annex II - Questionnaire.....	43

List of Figures

Figure 1 - Self-decision making.....	4
Figure 2 - Distribution of the sample by sex.....	20
Figure 3 - Distribution of the sample by range of age of the respondents	20
Figure 4 - Distribution of the sample by work experience of the respondents	21
Figure 5 - Forms of development tools organized in enterprises	22
Figure 6 - Motivational factors at work according to the respondents.....	24
Figure 7 - Disadvantages of coaching according to the respondents	28
Figure 8 - Assessment of the benefits obtained from the various types of coaching.....	29
Figure 9 - Benefits of coaching for the enterprise according to the respondents	31
Figure 10 - The need for coaching in the future	33
Figure 11 - The demand for coaching by job seniority	34

List of Tables

Table 1 - The effectiveness of selected forms of development according to the respondents	23
Table 2 - Influence of the number of coaching sessions on its assessment.....	25
Table 3 - The degree of goal achievement and the number of sessions by forms of coaching, according to the respondents	26
Table 4 - Effectiveness of coaching in professional and private life according to the respondents.	27
Table 5 - Benefit assessment by age groups	30
Table 6 - Coaching areas for improvement according to respondents	32
Table A. 1 - Forms of training / development organized by companies	41
Table A. 2 – Disadvantages of coaching in the opinion of respondents	41
Table A. 3 - Benefits of coaching for companies in the opinion of respondents	41

Introduction

The more and more developing coaching in the last few years has met with many positive, neutral as well as negative reactions and opinions. The popularity of coaches has increased. Still, many people are negative or do not understand the buzz that surrounds large commercial coaching sessions, considering it a transitional "marketing gimmick", so taking up this topic is important. Is coaching beneficial for enterprises? Do the services they use really translate into the development of employees, organizations, or increased motivation for professional self-development? The main subject of the work will be the analysis of the results of research conducted among employees of enterprises, where the elements of coaching are used in the development and shaping of the professional profile of an employee based on the company's capabilities, or on the employee's own initiative. By focusing specifically on the professional development of employees, it will be tested whether coaching is really effective in the real world. Coaching is embedded in human resource management. More and more people, both in private and professional life, use the services of a personal coach. It can be seen that companies have also started to use various offers of this type. Companies are interested both in hiring a coach inside their own company, individually, as well as sending of its employees to commercial, mass coaching sessions for a larger group of interested parties from various backgrounds. Is this a new style of human resource management, or is it just a new, temporary trend? Taking this into account, taking up this topic seems extremely important, and an in-depth analysis of the results of the surveyed group of employees answers the questions whether coaching is in fact an effective method influencing the shaping of the professional profile of employees in the company.

Coaching - many definitions, but no one definition. For some, it is a process helping people, daily development, and for others, dialogue with oneself, asking questions, or just help with making changes. Coaching, this is a relatively young phenomenon at the present time, looking at it, that it began to take shape hundreds of years ago. Although it's not very good documented in the literature, reaching to it and reading definitions of various authors, you can see a lot of stories about its beginning.

1. Coaching in theory

1.1 Coaching history

According to John Whitmore, Timothy Gallwey has in fact significantly influenced the essence of coaching with his book "Tennis. The Inner Game" (1974), where the word "internal" is not accidental here. It was used in the context of an internal opponent who sits in the head and is responsible for the player's internal state, and coaching allows you to release the potential behind it in order to maximize your own effectiveness. Tim Gallwey illustrated the development support very well. When it comes to sport, if during the game, our competitor forces us to make an effort, to run, he is our ally, but as soon as he bounces the ball in our direction, he doesn't improve the effects of our work, so he can't necessarily be called a friend. In the meantime, we are exactly trying to improve our effectiveness. This is what coaching is for. It can be pointed out that coaching develops all the time thanks to the fact that even though coaches on the market are competitors, they remain friends (Whitmore, 2017).

It is Tim Gallwey's (1974) observations on coaching that are currently the closest to contemporary understanding of the term. His observations and experience have divided our limitations into two barriers: external limits and internal limits. The anxiety we feel or doubts block our potential. The opponent in sport, which Gallwey also translated into business, does not quite have to be our competitor. It is primarily our mind. In the chaos of a fast-paced life, business and ambition, we do not devote enough time to reflection. We are unable to draw conclusions from what we have already achieved and summarize our experience. Rarely do we realize how much we have already done, how much we have learned, what obstacles we have overcome, and this very moment of reflection could answer many questions (Wilson, 2007).

There are many organizations that educate potential coaches in the form of trainings lasting several days or a long period of time. The main, international organization is the ICF (International Coach Federation), which has 16 thousand coaches¹

Coaching has its place in the world for a long time. Many people from the history of sport have used this way of development in their careers. Everyone tries to find a suitable theory that could describe it clearly. A lot of people wonder about its effectiveness. Nowadays, the growing interest in coaching around the world, brings with it different opinions. Starting with the controversial ones, through indifference, misunderstanding the essence of coaching, to the supporters of this method of

¹ <https://coachfederation.org/>

supporting development in various areas of our lives. Of course, as every method has its advantages and disadvantages, or possibilities of use. Many organizations sooner or later decide on a coach. The fact is that coaching, bringing with it benefits of development, also brings some costs. Do individuals as well as organizations use this method more and more often? Is this method of development worth its price and does it bring the benefits expected by the company? Referring to the history of coaching, key issues and research related to it, both these questions and many others will find their answer.

1.2 Objectives and types of coaching

The goal of coaching is to release human potential, to maximize efficiency, as well as development based not only on skills but also on knowledge. It is worth emphasizing that coaching makes sense only when the person coached comes up with the initiative to change, because this is the priority of coaching (Whitmore, 2011).

The basic element that promotes development is the setting of goals by the coach. Other objectives of the coaching process include motivating, seeking solutions to problems, building a team or implementing various organizational tasks. One of the basic principles of coaching are to build awareness, which by broadening the perception of the coach, helps him or her to see the facts most important for a given situation and to control emotions, which can often distort the image. Being an aware person, we understand what we experience and are able to control it (Whitmore, 2011).

Another important goal or principle of coaching is responsibility. Managers or people in a higher position, speaking and showing how something is to be done, do not fully give a sense of responsibility to their subordinate. Well, a person who will decide for himself and come up with a proposal for a solution, because he will not be able to blame his boss in case of a mistake, will be more involved. and will gain a greater sense of responsibility for the consequences of their actions, thus influencing the final result (Whitmore, 2011). On the Figure 1 this is perfectly illustrated.

The result of the objectives set in the coaching process are the benefits it will bring in the long term, which cannot be fully translated into figures (Ramirez-Cyzio, 2010). Improvement of effectiveness is therefore brought about by increasing awareness and responsibility, which is best achieved by means of open questions rather than commands (Whitmore, 2011).

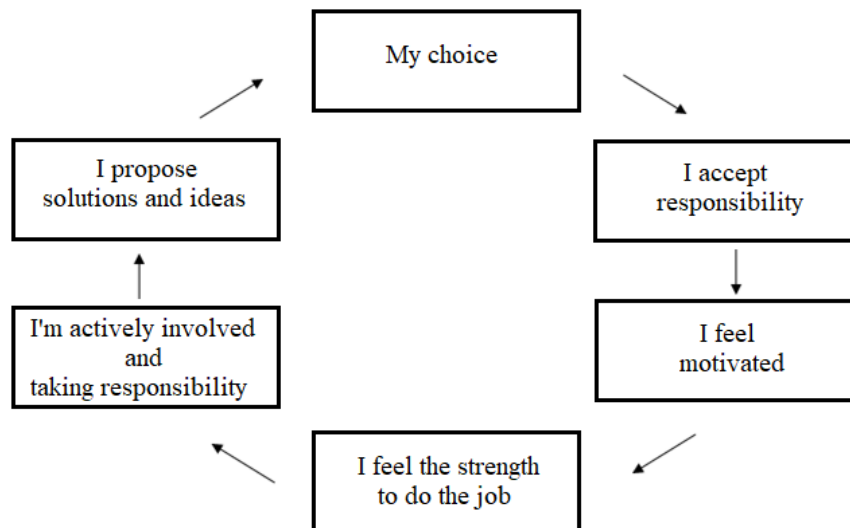


Figure 1 - Self-decision making

Source: Rogers, Gilbert, & Whittleworth (2012)

The classification of coaching is very extensive. It can be divided into different types, depending on which area of life the intervention is to be implemented. It would be worth mentioning some of the best known. They are (Ramirez-Cyzio, 2010):

- **Sports coaching** – which is the basis for improving sports performance, which has given rise to more types of coaching. It is often mistakenly called "sport psychology".
- **Life coaching** – which focuses on the individual's life. It helps to maintain the balance of life on the borderline of work, relationship or planning the future.
- **Executive coaching** – is responsible for supporting managers, managers or people who are promoted to higher leadership positions. It leads to the achievement of the set goals while supporting the "development" of the organization (Rogers, 2008).
- **Career coaching** – helps to build a career path, taking into account the competences and values of the coach and allows to "highlight" the opportunities and threats that may arise through development.

We can list many more types of coaching like group coaching (working in a group of people, which is good to develop, because every person is learning individually but using the potential of the group), career coaching (which includes stable group of people). This sort of coaching leads a group to help each other), performance coaching (coach helps workers develop in a work environment. It helps to fill the gaps related to their work and meet the requirements that they should meet), legacy coaching, succession coaching, team coaching, health coaching (Executive Coaching Forum, 2015).

Follows from the above division that the choice of the appropriate type of coaching should take into account many parts. First of all, it should be tailored to the individual levels on which the person in the company is located. The questions should be answered which aspect of our activity we would like to improve, what we would like to influence, what we could try to change. It is also worth considering whether we should hire a coach or maybe it is worth investing in a coach only for the needs of our own organization. Estimate the extent to which we have the need

to carry out individual coaching sessions. Maybe group sessions are a good solution for the company? As it results from the above, introducing appropriate coaching to the organization is not easy and requires good recognition of the situation resulting from the needs of the company.

1.3 The pros and cons of coaching

Not everything in coaching is perfect. There are several disadvantages of this form of development, which may hinder the decision to start coaching sessions both by companies and individuals.

First of all, the coaching process cannot be imposed on the coach. It is the client who should take the initiative to change and get involved in taking action. A coach does not give ready-made solutions and will not solve the problem itself. He is to be only a support in the process of development and change. Not everyone can conduct coaching. The ability to ask good, open questions can help to receive good answers, so the art is to find the right coach. It is worth noting the costs of introducing the coaching process. It is quite an expensive investment, but in the long run it may bring benefits, so you should think about the possibilities and needs of the organization in order to recognize them well and choose the right type of coaching, or set goals correctly. Apart from rare cases, where the profit from coaching can be translated into numbers, it is very difficult to determine its effectiveness. We can say that in case of achieving the goal by coachee, the coaching process was effective.

People have their own sphere of comfort, which they try not to go beyond. Coaching has it in itself that it allows individuals to "stretch" beyond their sphere of safety. Thanks to the fact that the basic element of the coaching process is asking questions, it makes us think (McGuinness 2008). A person coached taking part in in the process, she's kind of forced to think about the questions she's asking. The result of such meditation is, of course, a decision and a chance to achieve the previously set goal (Wilson, 2007).

The main advantage of coaching is that the person coached "sets" himself a goal, which makes him/her feel responsible for his/her actions and becomes more involved. A coach often returns to the goal set by the client in order to control the compliance of actions with the intended final effect. To set the goal properly, it is worth using the SMART method, which must take into account the five aspects mentioned (McGuinness, 2008):

- **S (Specific)** – the objective must be specific
- **M (Measurable)** – must be measurable in order to be able to control its implementation
- **A (Achievable)** – to determine the reality of its achievement and ambition
- **R (Realistic)** – a realistic goal that will allow you to use your resources
- **T (Time-bound)** – the target should be timed

Another benefit of coaching is the increased flexibility of the employee as a result of making good decisions and increasing confidence and self-confidence. A coach helps to take a step forward, to act the client in given situations differently than it has been done so far, at the same time expanding the sphere of comfort and safety of the employee.

Some undertakings sometimes require good organization and plan, and in sustaining the vital mobilization, the coach can use a tool called "Cartesian diamond" (Czarkowska & Wujec, 2011). It consists of four questions:

- 1) What will happen when you do it?**
- 2) What will happen if you do not do it?**
- 3) What will not happen if you do not do it?**
- 4) What will not happen if you do not do it?**

From this advantage it can be concluded that the right motivation gives the right commitment to action and the use of the tool helps to draw the right consequences for it (Czarkowska & Wujec, 2011). Coach does not have to be specialized in every field in which he intervenes. What is important is how much he knows about coaching and how he can use his tools to help (Whitmore, 2017).

The above mentioned advantages and disadvantages are only selected parts concerning coaching. If we delve deeper into this subject, there would certainly be many more adversities or advantages concerning this method of development. However, taking into account only this, what is described, it can be concluded that the coaching should be approached professionally, i.e. with full awareness and willingness to cooperate with both parties undertaking changes. Before undertaking this process, it is good to recognize all the possibilities, which are brought about by, for example, the technique of conducting, setting a goal, or stimulating all kinds of mobilization. It is also good to know the essence of the coach's presence. In order not to be surprised, it is worth knowing that a coach is not an expert in every field and does not have to have experience in a given industry to be effective. In order to take full advantage of this advantage of coaching, it is important that the coach knows the best of his work and is able to emphasize and convey all the advantages that coaching brings. Taking into account modern technology, it is worth taking advantage of all the possibilities of using these services. Coaches often offer their knowledge on the move, via the Internet, conducting a webinar. Thanks to this, everyone has access to live coverage, while being able to ask questions. Employees or individuals who are interested in this can make full use of the information provided by coaches online. Despite the fact that only selected advantages and disadvantages of coaching have been described, they illustrate the basis of this process, which translates into development and gives a picture of an effective and conscious approach to coaching.

1.4 Features of a professional coach and effectiveness of coaching

The ability to ask questions is actually the most important skill, thanks to which a coach can be effective in his actions. As you know, it is the basis of the process. Thanks to questions, the coach receives a lot of information, defines the Coachee's course of thinking, checks whether actions are consistent with the goal (Whitmore, 2017). Questions, especially open ones, work in accordance with the principles of coaching, i.e. creating responsibility and awareness. A good model that can facilitate the process of asking questions is the GROW model presented below (Whitmore, 2017):

G (Goal) - the main goal that should be set before defining the realities, so that they do not limit us, do not set our possibilities and do not narrow our thinking. Setting a goal at the beginning stimulates our mind to seek, motivate and act more creatively.

R (Reality) - these are the above-mentioned realities, that is simply the surrounding reality. At this stage we can check the actual circumstances.

O (Options) - options, range of possibilities, realization ideas, determining the strategy of further actions.

W (Wrap up) - the will, i.e. to be concrete, to take concrete steps that will bring the goal closer, to designate those responsible, to set a deadline and above all the willingness to take action.

How do you know that a coach asks good questions? Paradoxically speaking, after silence. Good questions are the ones that would not be asked by the coach himself. They stimulate the mind, encourage reflection. Another important element, which should characterize the coach, is the ability to build trust. A coach should be able to make the coachee aware of what coaching is, what is his goal, so that he does not treat the process as a form of control or evaluation. For a coach to be effective, a coachee must be convinced that they work in a partnership where honesty, trust and openness counts. A sense of freedom to talk makes it easier to talk about problems. Coachee does not feel judged. She sees support, is more susceptible to reflection and the search for solutions. By talking to a person we trust, we are able to keep a smaller distance to him or her, which makes contact easier. A coach should feel the distance to which he should keep the relationship so that the coachee feels comfortable and safe (Newton & Bristoll, 2017).

Trust also works the other way round. A coach trusts and believes that the person being coached is a source of knowledge and skills he or she has to reach his or her goal. The five principles of Erickson's coaching apply well to this: A coach sees a person, as he is, which means he is okay. A coach believes that a person has everything to achieve success. The coach believes in good intentions of the coachee, which are expressed in his behavior. The coach trusts that a given person does everything he or she can do in a given situation and should not be accused of anything, embarrassed or blamed. The coach knows that there are constant changes. Applying the above rules, the coach creates a partner relationship based on trust. If the coachee also trusts him/her, he/she will get a satisfactory final result. Building the foundation of a relationship of trust, the coach gives good conditions to achieve a specific result (McGuinness, 2008).

Since there is already the ability to ask questions and build a trust environment in the coach-coachee relationship, it would also be worth knowing how to listen. This is another skill, which, if used properly, will be appreciated. Certainly, many people once happened to "turn off" from listening. That is why it is an ability that requires concentration, focus and above all interest in the other person. It is an important element in the dialogue so that the other person feels the commitment of the coach. How to listen in order to hear and to receive it well? There are several rules, such as empathy, nodding, holding back the voice before speaking for a moment of reflection, remembering about the other person's perception of the other person, who may look differently, not judging, and mastering

one's own emotions in case of a different opinion. At the end, it is always worth remembering to sum up what was said. In this way the coach not only shows interest, but also makes sure that he understood everything well (Whitmore, 2011).

There are many more features of a professional coach, which influence the effectiveness of coaching. Only a few of the many have been described above. As you can see, professional coaching is a key aspect leading to effective coaching.

Looking for a suitable coach, it is difficult to immediately determine whether he will meet the expectations. Acting as a coach, you should, first of all, constantly develop the skills of even asking the right questions, because this is a skill that you gain by training and checking various techniques, which are in fact crucial in coaching. Thanks to well-chosen questions and a sense of safety in asking them, the coach builds trust, which is necessary for the coach to be honest, open and willing to cooperate. The faith, not only of the person being coached, but also of the coach allows to make the relationship between the coach and the coachee more effective. A professional coach has no easy task. He has to listen carefully, remember and, above all, draw conclusions from the conversation so that he can approach the next sessions as effectively as possible. This requires a great deal of focus from his side, thoughts and many skills, which are gained only through systematic work and experience. His attention, commitment and willingness to help translates into the effectiveness of the coaching process. The chapter lists only a few of the many characteristics of a professional coach, but these seem to be the most important in terms of effectiveness. Despite the fact that he bears a huge responsibility and commitment, which he undertakes by possessing and developing these features of professionalism, it leads to achieving the intended effects and shaping the employee's profile and development, the theory of which will be approximated in the next chapter.

2. Employee professional development and the importance of coaching

2.1. The importance of employee professional development

In order to be able to plan the development of employees and for the company to increase its flexibility and competitiveness in the market, it is recommended that the company takes care of personnel planning (Miller, 1985). According to the research of Professor D. Quinn Miller, out of 291 surveyed companies, 15% do not plan it for obvious reasons such as high costs or unnecessary bureaucracy. However, other organizations, taking specific steps in this direction, emphasize that thanks to planning, the profitability of the company has increased (Miller, 1985). The priority of personnel planning is to identify staffing needs so that the enterprise can function as expected and to eliminate any inconsistencies. Thus, such planning fulfills some important functions, such as, for example, reducing costs through appropriate staffing of workplaces, or the creation of appropriate employee development programs (Kostera, Kownacki & Szumski, 2000). Modern enterprises treat development as their primary task. In this way, they try to create their value on the market in order to achieve a competitive advantage. After the growth of companies offering training services, a significant upward trend can be seen in terms of investments in the development of human capital. In 2007, there were over 2,500 companies operating in the country providing such services, while by 2011 this number, depending on the source, ranged from 6,900 to 9,800 thousand. In his book, Różański (2014) points out that in 2011, 70% -80% of micro and small enterprises paid or contributed to the training of their staff, while in medium and large companies this number was as high as 95% (Rozanski, 2014).

Looking at the contemporary economy, one can predict major changes that will be faced by enterprises in the coming years. Chaos resulting from newer and newer technical and technological advances, innovations, competitive advantage or the influence of the environment are precisely the factors that drive the economy to constant change. Therefore, modern enterprises must be characterized by extraordinary flexibility leading to development (Szewczyk, 2014).

What exactly is development? Development requires not so much to survive on the market as the strongest entity, but above all to use the potential, for example to develop through improvement and appropriate response to the requirements posed by the environment. In short, development is a process that aims to change. At this point, it should be clarified what the professional development on which the work is focused. Development helps people to make progress in their personal lives and work. In fact, the definition of development will have a different meaning in each context, but it

will always pursue one goal, which is growth (Reem, 2018). We distinguish five levels of organization, which are properly staffed by selected units and show a certain development opportunity for the employee. At the top of the peak, there is the highest-level staff, i.e. the board, director, managers. It is these units that are responsible in the company for making key decisions regarding the disposal of resources or creating a remuneration plan. Below is the so-called "operational core", which includes the people who are responsible for the performance of a core business. The next tier is the "mean line".

At this stage, both the lowest-ranking managers who directly supervise the executive staff, as well as managers who manage an increasing group of people along with organizational units are distinguished. The penultimate part, called "technostructure", consists of employees who are responsible for all standards relating to e.g. control, systems, norms or organization. The last and lowest rung is "support staff". It does not perform the key and leading activities for the enterprise, but it can make its functioning more effective (Sobczak, 2000).

Professional development, on the other hand, is a process that lasts throughout a given person's life (Januszkiewicz, 2009). It allows you to find your place in the profession and society. It helps in the fast-changing and uncertain economy to find its own professional path. As the economy changed, the approach to professional development also changed, hence goals, not problems, became more important in action (Ramirez-Cyzio, 2010).

Man by nature, setting himself different goals, often also resists them, while at the same time provoking defensive, i.e. defensive behavior, preventing him from taking a step forward to development (Czarkowska & Wujec, 2011). According to the research, for an organization to be successful in the modern innovative and changing economy, it is necessary to derive efficiency from knowledge and fully help to develop the employee's potential, i.e. his strengths.

The modern style of management through coaching gives the opportunity to look not only at the employee's competence map, but also at his awareness of strengths and areas that can be improved. By developing significant individual competences of a given employee, he has the ability to use those skills and personality traits that will ultimately lead him to the set goals and meet the expectations assigned to a given position in the company. Enterprises use various methods that support the development of employee competencies. The most commonly used methods are training, mentoring, consulting, facilitating, managing and what would be worth focusing on now, i.e. coaching, which, according to research, increases motivation and brings specific results (Bond & Seneque, 2012). There are many sources of motivation, both internal and external. It can be seen that external sources of motivation such as salary, promotion, praise, promotion nomination bring quick and effective results, but they do not persist in the long term. Internal motivation, on the other hand, gives more long-term effects, but thus requires more time. The motivators are, among others, problem solving, satisfaction with a job well done, a chance to broaden one's professional knowledge, the possibility of promotion, the possibility of a sense of responsibility and, above all, professional development, causing certain changes. Referring to the first chapter, one can notice a certain compatibility between the goals and advantages of coaching and internal motivators, which give long-

term effects. Motivation is the most important factor that determines whether an employee uses their skills, knowledge or competences (Legault, 2016).

Apart from the fact that working people motivate money, each employee has his own needs that motivate them. McClelland (1985, quoted by Zimbardo, Johnson & McCann, 2015) distinguished some three aspects that motivate different types of people. There are employees in the organization who are motivated by the need for achievements, and as a result, they want praise, recognition or a bonus for the reward. The second type of workers who has been left by him is guided by the possibility of power. It is them who should be assigned the role of a leader, supporting other employees. Giving an opportunity for such an employee enables and drives them to act and positively motivates them (Zimbardo, Johnson & McCann, 2015).

The third type of worker will feel good when they fulfill their need to belong. It is more cooperative than competitive. Teamwork is motivating for him. By satisfying the employee's needs resulting from his character, we can increase his positive motivation and well-being. Moreover, what will the company and the employee get from this? First of all, the satisfaction of the performed task, reduced rotation, better quality of work or higher efficiency. All these factors give a satisfactory end result for the company, i.e. profit (Zimbardo, Johnson & McCann, 2015). It follows that in order to foster the development of both employees and organizations, it is necessary to build a good team. What is a good team? It is a team where well-chosen people, in the right places, inspire each other. Everyone in their position is highly motivated and is enthusiastic about the group and the tasks performed. All this influences the successes, which translates into the development of the organization (McGinnis, 1985).

The professional development of an employee in the modern economy is just as important as the flexibility of a given company. According to the above researches, investment in human capital has increased in recent years. In order to stay in the market and adequately respond to changes, the organization must be ready for the more and more often occurring various types of progress. Training, motivating, creating a good team, setting the right paths and goals, all of this combined together give a picture that shows own success and success of the company on the market.

2.2. Employee development methods and the importance of coaching

There are many strategy models that relate to human resource management. By properly managing human capital, you can influence the development of the entire enterprise. It is important that employees are fully motivated to work and flexible in action, because it is them who will mostly have a significant impact on the company's development. In order to be able to increase the company's competitiveness on the market, certain strategies should be chosen not only for employee development, i.e. enabling them to build a professional career through, for example, training, but also those related to the development of the organization, e.g. by introducing teamwork. The most famous model of strategic human resource management is the Michigan model. The given model is designed to influence the efficiency of the company through selected aspects such as: selection of appropriate

personnel, proper assessment of work results, honoring and introducing appropriate staff development (Lukasiewicz, 2009). Another model is the Harvard model, in which any human resource management strategy has been relegated to the background, giving way to the stakeholders of the organization. In the Listwan (2004) model, the main area is of course the development of employees and their motivation. It is also worth mentioning two opposing models, the first of which is the sita model, which limits any investment in employee development because it assumes that it is difficult to change the behavior or attitude of the staff. The second model, the human capital model, on the contrary. It assumes that an employee, as a lifelong learner, should be able to develop through training that has a significant impact on the condition of the organization (Sobocka-Szczapa, 2014). In this case, how to assess whether a given enterprise needs development training and what kind of training it should be?

The entire process of recognizing and delineating a certain problem may take a long time. Perhaps this is the reason that the planning of training needs is done mostly only by larger companies. On the other hand, smaller organizations should also focus more on this, because it often happens that a superficial approach to this topic may turn out to be wrong and not bring the benefits expected by the enterprise or employee. The training need results from a certain conflict between "what is" and "what should be". Therefore, at the beginning, it would be worth focusing primarily on the aspect in which the organization needs support, thanks to which it will help to highlight a certain problem and set a goal on which the selected help is to be based. Managers and all higher-level units should show a particular interest in development opportunities, because this is what greatly influences the commitment and motivation of trainees. Each problem can have a different point of view, so it is necessary to involve different individuals who, although acting separately, form a whole at the same time. In order to save time, it is good to carry out a general preliminary analysis, which can help illustrate the situation and problem, and will help to answer the question whether the company will eliminate weaknesses with the help of the selected form of support. Due to the fact that training needs and their analysis may be diverse, there is no one specific way to develop the capital and human potential of an enterprise (Rozanski, 2014).

Coaching is often compared and at the same time confused with other methods that allow you to develop. However, if you look at each discipline separately, you can see specific elements that distinguish coaching from other, older development techniques. It is worth quoting selected specialties that are used in development for longer, find differences and compare them to the modern method of creating professional development, i.e. coaching.

Mentoring is most often mentioned, confused, compared and misused as a replacement for coaching. Odysseus said, "Tell him everything you know." With these words, he illustrated the essence of mentoring, which is based on the fact that the mentor has more knowledge and experience in a given field than the client (Jurczak-Dzielak et al., 2016). Therefore, in mentoring it is assumed that the mentor gives advice because he is older and more knowledgeable in a given issue, while in coaching the client independently looks for solutions (Rogers, Gilbert, & Whittleworth, 2012). Apart from the fundamental difference that separates the two disciplines, there are also other differences. Well, mentoring is based on a long-term relationship, which cannot be accused of

coaching, where time is limited and the concentration is based on a specific topic rather than getting to know the person more broadly (Jurczak-Dzielak et al., 2016). When analyzing, in mentoring, the mentor freely gives advice to his ward, while in coaching, although the coach may have the appropriate knowledge and experience, he will not give advice. Coachee is to analyze and come to specific conclusions himself (Rogers, 2008)

Guidance is another discipline similar to coaching. A significant discrepancy is that the training has a pre-arranged plan, and the trainer transfers the knowledge to the client, which will later be accounted for - the client on skills and knowledge, and the trainer on effectiveness (Rogers, 2008) As you know in coaching, this is not the case. The coaching session has no prematurely imposed action plan. It is only appointed by the coachee (Rogers, Gilbert, & Whittleworth, 2012). As in training, a plan is imposed, often the training itself is imposed, while coaching is of good, free will (Rogers, 2008).

Psychotherapy is not coaching. It involves an intervention targeted at people who have a problem inside, which translates into their daily functioning. First of all, in the psychotherapist's opinion, such people are called patients, which immediately brings to mind the doctor-patient relationship. In coaching, on the other hand, the relationship is based on the principle of partnership, and the client, in the coach's reasoning, is a person who is fully internally healthy. A very important difference, which is also worth paying attention to, is that psychotherapy mostly focuses on the applicant's past and tries to answer the question "Why?". In coaching, the coach mainly refers to thinking here and now, while questions related to the past are less important and do not necessarily have to affect its process (Rogers, 2008).

Counseling is sometimes used as a substitute for psychotherapy (Rogers, 2008) However, it is assumed that people using this type of intervention were previously internally stabilized mentally and emotionally before a crisis situation related to a specific event occurred for example problems in the family, work, or stress. These people normally know how the situation looks like and they just need to understand how to use the existing knowledge and how to get out of a given problem (Kabir, 2017). In psychological counseling, work is based primarily on deep listening. There is no emphasis on taking whatever action is necessary in coaching or psychotherapy (Rogers, 2008).

Consulting - A person providing professional consulting services should have high professional qualifications and update their information on given industries on an ongoing basis. First of all, consulting has a much wider scope. It is understood as working with the client, educating him and helping him achieve his goals. Consulting aims to solve a specific problem. Consulting services through the transfer of knowledge help to achieve progress in the organization as well as personally (Kubr, 2002).

2.3. Benefits and costs in creating human capital

Development - cost or investment? Due to the fact that coaching, as well as other forms of development, carry specific costs, and their effectiveness is difficult to quantify, it would be worth considering the question of what benefits come from such investments and whether they can pay off.

According to most definitions, human capital has certain goods in it, which include experience, skills or specific knowledge, which are to bring some income. This capital can bring more and more benefits thanks to investing in people. In fact, there are as many definitions of human capital as there are authors. However, all these concepts are linked by an investment that relates to various areas such as the quality of staff, the rate of return on education or increasing productivity. The fact is that there is an increasing demand for employees who have more knowledge and higher education. Therefore, investment in development is now very important (Uysal, 2016). Human capital is the intellectual capital of an organization that is classified as intangible assets used by the company to achieve specific goals. Very often, this capital affects the competitiveness of a given enterprise on the market. According to the research carried out, the expenditure incurred by the company on the development of employees is a cost if they occur once. On the other hand, development can be an investment, while it is implemented in accordance with the company's strategy, and the impact of, for example, coaching may appear in the long run. So that the investment in development does not turn out to be a failure, it is worth doing an analysis beforehand. First of all, the decision related to the investment in development must be consistent with the goals of the organization, if technologies and customer expectations go up, it is worth considering the allocation of specific financial resources to keep up with the changes taking place in the economy and keep the company at a specific or higher level and not allow certain profits to decline (Barney, Wright & Ketchen, 2001).

The proof that development is an investment is how it affects efficiency. Having appropriate competences affects the level of performance of a given task, thus we expect higher efficiency, the result of which is a given end result. Such competences include such aspects as knowledge, skills, practice, experience, thinking style, temperament, personality traits and motivation. In conclusion, the possessed competences, and most of all their development, can affect efficiency, which is why activities leading to development in this direction are so important, and coaching can help in this (Bachkirova, 2010).

Another benefit of developing through coaching sessions, which is essential in today's economy, is that they help to behave appropriately during unforeseen changes or new opportunities. They facilitate the process of making decisions and taking specific actions related to adapting to the new situation. The employee is able to take advantage of given opportunities that may be a challenge. Having the tools to cope with difficult situations, he becomes self-confident and confident in his decisions (Vickers, 2014).

Manager as a coach - this is another investment that may in some way bring benefits for employee development in the company. Appropriate training of senior staff, managers, managers, personnel managers, can not only reduce investment costs in development, but also improve the operation of coaching and its effectiveness. A person who works permanently in the company potentially knows the situations that occur in everyday life. A manager in the role of a coach has a difficult task, because he will have to separate the role of the boss from the role of the coach. Employees, on the other hand, are concerned about whether their boss will judge them. These situations seem normal, but not in the field of coaching. In order for the benefits of such development to bring the desired effect, and the employees not to think about the bad consequences, the

manager-coach should explain what his purpose is to initiate such an action, what the sessions will look like and what he will pay attention to and why. On the other hand, the manager himself should draw conclusions for himself and collect tools that will allow him to improve the situation of employees. The mentees should understand that they could make mistakes during this time, while at the same time getting support from the manager. It is important that if they can commit them, there is a chance that they will acquire a new professional skill than they would only hear about it (Zych & Badura, 2015).

The manager, playing the role of a coach, in spite of the additional work and effort that goes with it, can increase opportunities for professional development. From the point of view of not only the employee, but also the company, this can be really profitable. A manager, while also acting as a coach, can not only raise his position in the company, but also help in the development and gaining new levels of promotion for his subordinates. They, in turn, with the help of such a manager-coach gain greater trust, which affects their loyalty, while reducing the turnover of employees. The entirety of such action, of course, translates, contrary to appearances, into saving time, money and increasing the effectiveness of the commands (Doroba, 2006).

Every enterprise, from its inception to the end, has its life cycle, which, in order to last as long as possible, must adapt to changes that occur in the economy and society. This is treated as development that results from progress. An organization in crisis phase needs a new structure, forms of motivation, and even management methods. Development is conducive to reacting to such changes. Therefore, development is a condition not only for the improvement of the organization itself, but above all for survival. Non-accidentality, i.e. the adoption of an appropriate development strategy, fosters relations between the enterprise and society (Barney, Wright, & Ketchen, 2001).

Development helps to react not only to the existing organizational crisis, but also to the employee crisis. Although it sounds like a problem, it should not be treated as such, but as an opportunity for some change through development. Thus, we have an open door and if we go through it, in the end we become much stronger and have a greater ability to adequately approach various situations that we encounter on the way of life (Sokołowska, 2011).

The economy is changing, people are changing. Occurring constant changes, job insecurity affect employees. According to employers, emotional intelligence and soft skills are now more valuable than skills. Employees are required to be motivated, to be motivated to build their own professional career, to be communicative, self-confident, responsible, and willing to contribute to the development of the organization. Often during work, subordinates are mentors for each other, supporting each other, developing and improving at the same time, which influences the shaping of their profile and experience. The cost for the organization does not have to be remuneration for work, but the selection of appropriate employees for the right position. According to Goleman's "Emotional Intelligence" literature, employees would rather work with passion than get paid more for doing something they don't like. According to surveys that were carried out every five years until the mid-1990s, conclusions regarding job satisfaction were drawn out of 1,528 completed questionnaires. The opportunity for continuous improvement, satisfaction with the work performed or the possibility of supporting colleagues was rated the highest. However, the lowest were financial benefits, which

proves that the company does not necessarily have to incur high costs to have willing and motivated employees (Goleman, 1995).

The fact is that the development of human capital in the modern economy is extremely important and that it is the organization's main and most valuable resource. It follows that one should properly invest in the staff, which by developing their competences is able to bring greater benefits to the company. Well-identified needs of the company and a well-chosen method of development are able to develop and make the organization more flexible, which is necessary in a modern and changing economy. It follows from the above theory that regardless of whether the development is to be a consequence of a crisis, willingness or many other reasons, it is an indispensable and inseparable element of every existing enterprise. Thus, it should be treated as a certain part that provides not only benefits in the form of employee and organization improvement itself, but also the reason for the company's existence on the market. Taking into account the fact that employers more and more often appreciate soft skills, i.e. the emotional intelligence of employees, the ability to react to various situations, it is worth considering various ways of shaping their profile. The combination of coaching and development allows you to build experience and create an employee profile. As the theory shows, it is not always necessary to make large financial investments to interfere with shaping the human resources of the organization. The above theoretical part of the thesis prompted research on the significance and effectiveness of the impact of coaching on the currently appreciated soft skills, thanks to which it is possible to shape the employee's professional profile in the enterprise.

3. The scope of the research

3.1. Purpose and subject of research

The main goal of the research is to analyze the impact of coaching on shaping the professional profile of employees. As part of the main goal, research questions were formulated:

1. Which forms of development are the most popular?
2. What form of development is most effective according to employees?
3. According to employees, does coaching help in development?
4. What are the predictions of coaching for the future?

The subject of research is the problem of coaching and its effectiveness. In order to test the effective form of coaching according to particular criteria, the hypothesis was specified:

Hypothesis 1 (H1): Coaching is an effective tool for improving soft skills of employees.

As the theoretical part shows, soft skills and their susceptibility to shaping them are currently important in the selection of an employee. The posed hypothesis and appropriately selected questions will allow to verify whether coaching actually improves the feature so important for employers. As each form of development has its drawbacks. The research took into account the negative side of coaching, which was declared by selected respondents. Cross-comparisons of selected results and individual corrections will make it possible to extract a much wider range of information, not only the positive ones that concern development opportunities, employee shaping or ease of use from all related services, but also negative ones, based on the disadvantages that predominated according to the respondents, resulting from the coaching sessions.

After thoroughly verifying the research results and comparing them to similar observations, it will be possible to identify some indications for the future of coaching. Particular information will be useful not only for companies that would like to introduce coaching to their own company, but also for coaches who want to develop themselves and others in those areas of coaching for which the greatest demand is forecast.

3.2. The methods and research tool used in the work

The selected research method that was used in this work is a questionnaire. A questionnaire, which is justified, was used as a tool. According to Zielinski's (2012) theory, the questionnaire helps

to obtain answers that, thanks to the elaboration and appropriate analysis, will help explain the research problem (Zielinski, 2012). Rogers suggests a way to test the return on coaching training. One of the possibilities quoted in the literature and used in this paper is asking the training members about the effects they have noticed (Rogers, 2012).

The data for this study were made on the basis of surveys addressed to a selected group of people who have specific experience related to it. A questionnaire was used, sent via the Internet to people using this type of development in order to obtain answers to specific issues. The collected results will allow for their statistical presentation.

The survey questionnaire was developed in accordance with the needs for specific results and so as to provide an answer to the main goal of the work, concerning the impact of coaching on the employee's development, and to be able to analyze the hypotheses or research questions. The selected research method allows you to reach employees who have different experiences from different coaching people and with a specific work experience or age, which may determine their approach to this form of development. The research results help to illustrate to what extent and in what areas coaching is effective, and what areas should be improved to make this service effective. The survey mostly has closed questions, but there are also semi-open questions. There is both a disjunctive cafeteria, where you can choose one answer, as well as a conjunctive one, where the respondent can choose the number of answers he or she chooses. The questions that play a key role in this research are Likert scale questions, which can be used to establish a general hierarchy of significance of a given answer in the surveyed population.

The survey questionnaire consists of nineteen substantive questions, strictly related to the application of coaching, and three basic questions that make up the record. The first two questions provide general information on the types of training conducted in enterprises and their effectiveness according to employees. With the help of the answers, we will be able to situate coaching against other development methods.

The next question is a control question to confirm whether the person has ever participated in a coaching session in order to be able to move on to the next issues closely related to coaching. Further on, attention is paid to the main topic of the work, i.e. coaching. The number of sessions, the main goals of coaching, or its evaluation in both professional and private areas are just some of the aspects examined, the detailed analysis of which will confirm or refute the main research problem. The following questions are intended to highlight the main advantages and disadvantages of coaching.

Thanks to this, we can find out whether, according to the respondents, this form of training brings specific benefits and on what scale, both for the company and for professional or private life. You can also find out what could be changed to make coaching more effective. After further considerations, we can conclude whether the respondents would like to use coaching services again and in which areas it could take place. Thanks to this, companies and coaches can draw conclusions on what areas people would like to develop the most, where problems may occur, where it would be worth focusing more attention and where it is necessary to invest to make it profitable. Such an analysis will make certain predictions about the future of coaching. The last question refers to the

current of human potential in the theory of X and Y by Douglas McGregor (cited by Listwan, 2004), where it is to confirm that not only money is a motivating factor at work, but also the atmosphere, recognition, support and team membership are important (Listwan, 2004).

The research was conducted during the months of March and April 2020. During these months respondents answered questions through an online questionnaire sent to individual people using various types of coaching services. The selection of an appropriate research method was the basis for further activities and it was the first stage that had to be analyzed. Taking into account the modern possibilities of the Internet, the survey method was chosen using a questionnaire.

The selection of the research sample of 100 respondents was made during the research. Due to the overly extensive questionnaire, many people resigned from completing it during the course of the survey. The possibility of reaching the research sample of 100 people, who have different experiences, are in different environments, allowed for the study of a small group, compared to the general population, but gave a general picture of the studied phenomenon. Providing a selected group of people with the questionnaire via the website significantly facilitated and accelerated the research process. Selected groups of people closely related to the topic of this research paper had access to the online questionnaire. The Internet was not the only research collection tool.

After collecting an appropriate number of correctly completed questionnaires, the responses were coded and translated into a computer program to facilitate the proceeding to the next stage, which was the analysis. An overall analysis was started, which involved checking each question and its assigned responses in order to gain a general understanding and find the best way to combine the questions in order to search for causes and effects. Cross-analysis of questions was initiated to find the best possible answer to the research problem posed, as well as to individual specific objectives. Due to the fact that the survey questionnaire had semi-open questions that the respondents used, they were used to create a separate paragraph that also raises useful issues that confirm the theoretical part of the work. The results of the research were presented mainly in bar, pie charts and tables, and descriptive statistics in the form of correlations were also used, showing the strength of the relationship between the two variables, which were interpreted using the Guilford classification like below (Hinkle, Wiersma & Jurs, 2003).

r_{xy} value	Interpret
0,90 < r _{xy} ≤ 1,00	Very high
0,70 < r _{xy} ≤ 0,90	High
0,40 < r _{xy} ≤ 0,70	Moderate (sufficient)
0,20 < r _{xy} ≤ 0,40	Low
0,00 < r _{xy} ≤ 0,20	Very Low
r _{xy} ≤ 0,00	Not valid

3.3. Characteristics of the sample

A group of people who had to have contact with the topic of research work, i.e. coaching, was subjected to the survey. Each of these people has different experiences, in various types of development through coaching, different length of service, different age, but they all have one thing in common - development. The research sample is exactly 100 respondents.

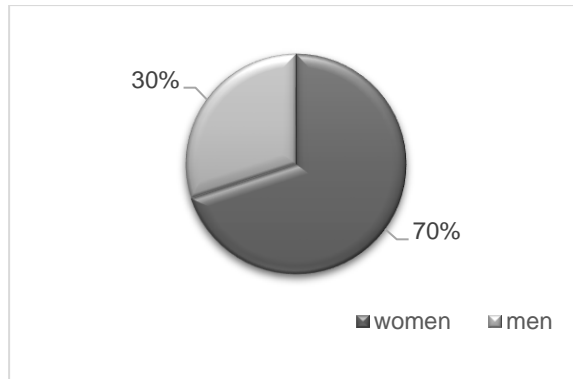


Figure 2 - Distribution of the sample by sex
Source: Own elaboration

According to Figure 2, the majority of the respondents were women, who accounted for 70% of the research sample. The remaining 30% are men. All persons had contact with coaching, which was confirmed by the control question concerning this (question 3 in the survey, see annex). In general, most of the respondents were in the 36-45 age group, which accounts for 39% of the respondents (see Figure 3). The group of 26-35 years was in second place. Only 1% of the respondents were above 56 years of age. This may be because older people are less willing to change.

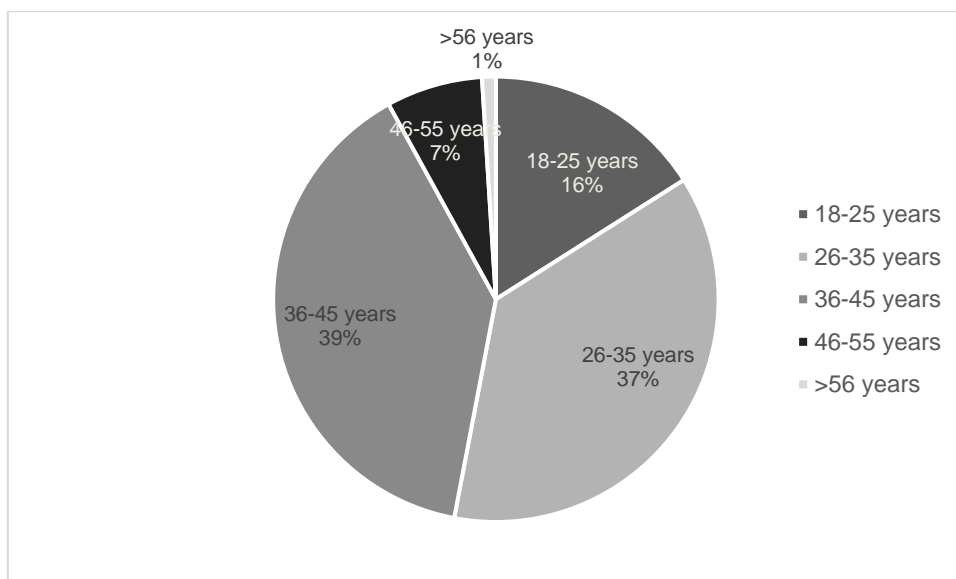


Figure 3 - Distribution of the sample by range of age of the respondents
Source: Own elaboration

Significant information from the point of view of research and the possibility of comparing specific behaviors is the length of service of the respondents in the enterprise in which they work. Such information will enable a more reliable assessment of the choice of individual responses by respondents.

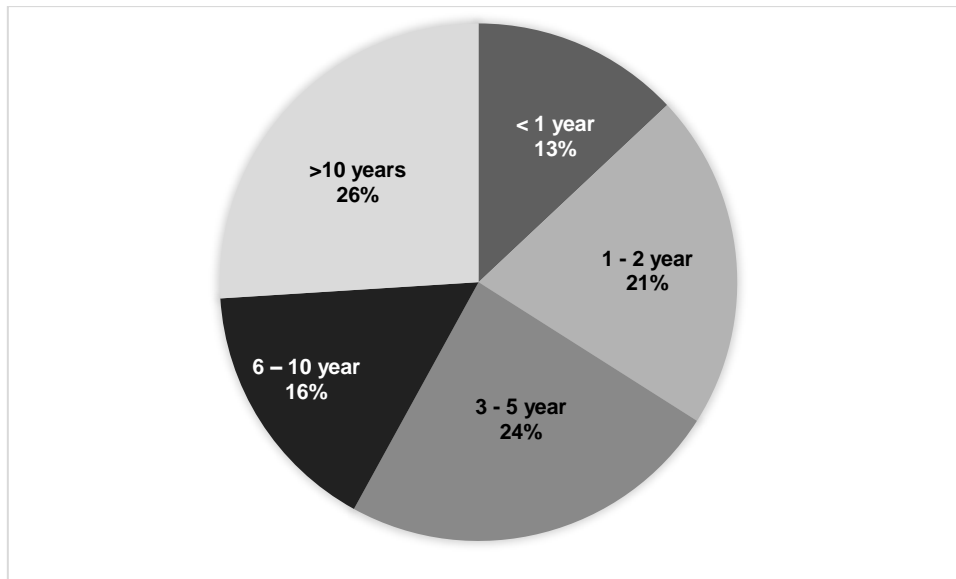


Figure 4 - Distribution of the sample by work experience of the respondents

Source: Own elaboration

As can be observed in Figure 4, most of the surveyed people have over ten years of work experience. It is quite a long period of working time in one enterprise, so it may affect the objectivity of research results. Such seniority may be the result of the fact that the most respondents were between 26 and 45 years of age. Cross-comparison of seniority with individual questions may reveal an interesting perspective between people with shorter seniority and longer seniority.

4. Analysis and assessment of the effectiveness of coaching in shaping the professional profile of the respondents

4.1. Coaching against the background of other forms of development in the respondents' opinion

By analyzing the collected data, it can be observed how coaching compares with other selected forms of development tools that can be organized by enterprises. By interpreting the results presented in the graph (Figure 5), it is possible to indicate where coaching is, in comparison to related forms of development that are organized in the enterprises where the respondents work.

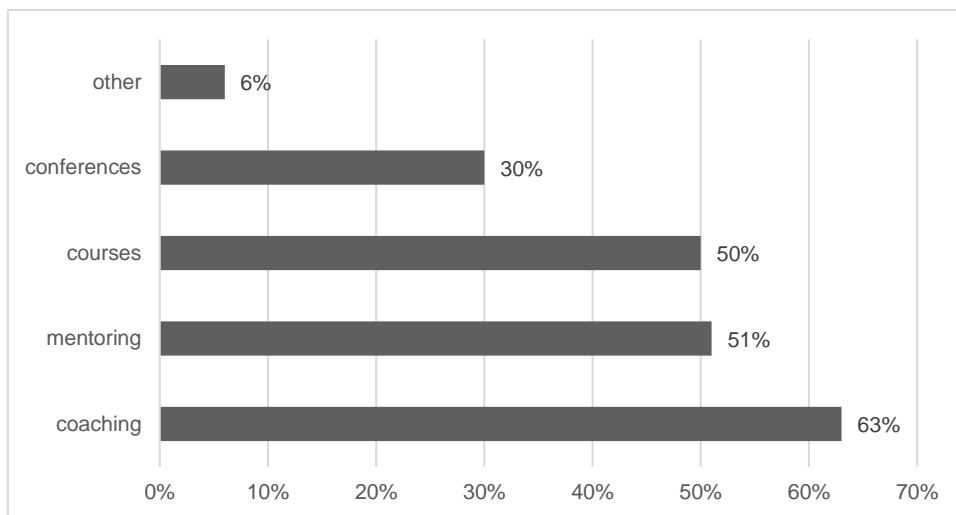


Figure 5 - Forms of development tools organized in enterprises

Source: Own elaboration

Figure 5 show that coaching is the most frequently used form of development in respondents' enterprises. Such a result may not be the result of the popularity of coaching, but the fact that the survey was addressed mainly to such a group of people. Compared to other types of employee development, coaching is followed by all kinds of courses that prepare an employee for a specific specialization. Mentoring is almost on the same level, which is 50%. Conferences and other forms

of development tools, in which the respondents mentioned, for example, case studies, e-learning, individual development programs or training shaping specific soft and psychosocial competences, ranked lower.

The respondents were asked to indicate selected forms of development that they had ever used and to assess their effectiveness according to their own experience. The analysis of the results will help to answer the question about which form of development is, according to employees, effective and to what extent. The results are shown in Table 1.

Table 1 - The effectiveness of selected forms of development according to the respondents

	Coaching	Mentoring	Training	Conference	Periodic employee appraisals	Postgraduate studies	Courses
Effectiveness	%	%	%	%	%	%	%
1-Very Poor	1,00%	4,29%	2,47%	3,08%	17,31%	9,62%	1,41%
2-Poor	8,00%	1,43%	0,00%	29,23%	15,38%	7,69%	4,23%
3-Average	9,00%	10,00%	13,58%	29,23%	28,85%	23,08%	21,13%
4-Good	35,00%	41,43%	46,91%	20,00%	26,92%	21,15%	42,25%
5-Very Good	47,00%	42,86%	37,04%	18,46%	11,54%	38,46%	30,99%
Total (n)	100	70	81	65	52	52	71
Mean	4,19	4,17	4,16	3,22	3,00	3,71	3,97
St. Deviation	0,97	0,98	0,84	1,15	1,27	1,32	0,91

Note: St. Deviation – Standard deviation; % - relative frequency

Source: Own elaboration

From Table 1, it can be seen the distribution of answers in a relative frequencies by level of effectiveness perception, by development tools used, as well as the average assessment and its standard deviation. Even though coaching was rated the highest (mean 4.19; standard deviation 0,97), it is quite a subjective result. It applies to the largest number of respondents, i.e. to all respondents. As the survey was addressed mainly to those who benefited from coaching, it could be rated relatively higher than the other forms. It can be seen that mentoring is in second place (mean 4.17; standard deviation 0,98), while it is used only in half of the enterprises in which the respondents work (see Figure 5). Moreover, taking into account 14% of respondents who used all forms of development (see Table A.1 in annex 1), coaching was rated the highest with an average of 4,32 while trainings was ranked second with a score (average) of 4.10 (standard deviation 0,97). A question arises why such a highly valued form of development, which is training, is not practiced in a larger number of enterprises, since it is relatively the most accessible. The lowest-rated form that is designed to improve employee performance is periodic employee appraisal. According to the respondents, this is not such an effective form that may affect the functioning of the employee as it might seem compared to other possibilities.

By analyzing the collected data, it can be concluded that coaching is an effective method of development according to the respondents, but it turns out that mentoring is a very accessible and

relatively cheap way of supporting employees, which, according to the respondents, was also rated very high.

According to the Manchester Group research (Guja, 2017), coaching shapes improvement in many, contrary to appearances, important issues for employees that can motivate them to work.

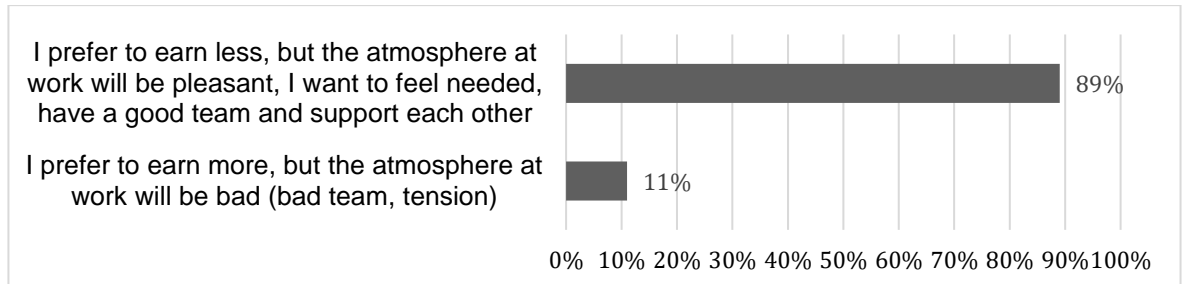


Figure 6 - Motivational factors at work according to the respondents

Source: Own elaboration

Figure 6 shows what motivates employees. According to McGregor's theory (Kozminski, & Piotrowski, 2000), there is the role of manager "X", who presupposes that people are not willing to work, they are not responsible, and the main motivating factor is money (Kozminski, & Piotrowski, 2000). The second role of manager "Y" implies the complete opposite. People are willing to work not necessarily for economic reasons (Kozminski, & Piotrowski, 2000). This research showed that there are employees who are interested in economic considerations and this is their main motivator, but for the vast majority of respondents (89%) it is not the main motivating factor. In the Manchester Group research (Guja, 2017), coaching influences, among others, improvement of employee relations (77%), increased job satisfaction (61%), and improved teamwork (67%). Since these aspects are so important for employees, and coaching can bring specific benefits from it, it is worth considering the ways of motivating at work. Perhaps coaching is a good support to improve productivity, which was experienced by as many as 53% of Manchester Group studies. Paired with the correct identification of employees' needs, this decision could bring tangible benefits for both the company and employees.

This subchapter (subchapter 4.1) shows that entrepreneurs include coaching in their organizations. Moreover, it is rated relatively very highly. Even though the survey was aimed mainly at people who use this service in the company, mentoring was at a comparably high level. This may be a point of reflection for employers as to whether it is worth investing in coaching if mentoring is so easy to access, which is equally appreciated by employees. According to the opinions of the respondents, sometimes you do not need a large amount of money, but only support from colleagues to make this efficiency at a higher level. More importantly, the vast majority of respondents prefer a rational atmosphere at work over more money. Thus, mentoring could be an ideal solution for better cooperation between teams, which is associated with lower costs of the enterprise and increased commitment and responsibility of employees, which may increase the company's profits and better respond to the constant changes that may occur on the part of the competitiveness of other companies.

4.2. Assessment of the effectiveness of coaching sessions in the opinion of respondents

The discussion in this subchapter will cover the various factors influencing the effectiveness of coaching according to respondents. Thanks to this analysis, we will be able to contribute to the answer to the research problem posed regarding the effectiveness of coaching. Taking into account the advantages and disadvantages of coaching determined by the respondents, we will be able to draw conclusions for the future that can be used by both coaches and employers. By means of cross-examination, it is possible to identify the most important features that influenced the assessment of the respondents of the coaching sessions. This is related to a number of factors that the respondents may have been guided by. Combining the question of what form of coaching was used by the respondent and how many sessions he participated in, with the question about the assessment of the course of these sessions is included in Table 2. The illustrated dependence of questions will facilitate drawing conclusions as to whether the increase in the number of sessions in which the respondent participated also influenced the increase in his assessment. The number of sessions was divided into two groups - up to 4 sessions and over 5 sessions. According to the data, the increase in the number of sessions did not always positively affect its assessment.

Table 2 - Influence of the number of coaching sessions on its assessment

Evaluation		Personal Coaching		Vocational Coaching		Managerial Coach		Group Coach	
		Up to 4 sessions	5 of more sessions	Up to 4 sessions	5 of more sessions	Up to 4 sessions	5 of more sessions	Up to 4 sessions	5 of more sessions
1 - Very Poor	n	2	0	0	0	0	0	2	0
	%	4,2%	0,0%	0,0%	0,0%	0,0%	0,0%	4,7%	0,0%
2 - Poor	n	1	1	3	0	1	0	0	0
	%	2,1%	2,1%	4,9%	0,0%	4,5%	0,0%	0,0%	0,0%
3 - Average	n	3	2	4	1	2	0	5	1
	%	6,3%	4,2%	6,6%	1,6%	9,1%	0,0%	11,6%	2,3%
4 - Good	n	5	11	13	13	1	5	16	3
	%	10,4%	22,9%	21,3%	21,3%	4,5%	22,7%	37,2%	7,0%
5 - Very Good	n	14	9	9	18	5	8	8	8
	%	29,2%	18,8%	14,8%	29,5%	22,7%	36,4%	18,6%	18,6%
n		25	23	29	32	9	13	31	12
Total	Mean	4,12	4,22	3,97	4,53	4,11	4,62	3,90	4,58
	St. Dev.	1,27	0,80	0,94	0,57	1,17	0,51	1,01	0,67

Note: St. Deviation – Standard deviation; n – absolute frequency; % - relative frequency

Source: Own elaboration

Personal coaching was rated higher by people who used it less than 4 sessions. People who participated in more than 5 sessions rated coaching 10% lower than people who used personal coaching up to 4 sessions. The reason of this result can be that more we are going to do something, we are losing our attention to it, mostly when it comes to our life's. The opposite is true for professional and managerial coaching, where, along with the increase in the number of sessions, in

which the respondents participated, also his rating increased. While 15% of people who used less than 4 professional coaching sessions assessed the course of meetings as 5, people who participated in more than 5 sessions with the same assessment were as much as 30%. Similarly, in managerial coaching, where 23% of less than 4 sessions declared a score of 5, as many as 36% of people gave this grade using more than 5 meetings.

Table 3 - The degree of goal achievement and the number of sessions by forms of coaching, according to the respondents

Goal achievement	Number of sessions												
	1		2		3-4		5-6		more than 6		Total		
	n	%	n	%	n	%	n	%	n	%	n	%	
Personal coaching	1- Very Poor	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	2- Poor	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	3- Average	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	4- Good	2	6,1%	1	3,0%	4	12,1%	3	9,1%	5	15,2%	15	45,5%
	5- Very Good	3	9,1%	4	12,1%	3	9,1%	4	12,1%	4	12,1%	18	54,5%
	Total	5	15,2%	5	15,2%	7	21,2%	7	21,2%	9	27,3%	33	100,0%
	Mean	4,60		4,80		4,43		4,57		4,44		4,55	
	St. Dev	0,55		0,45		0,53		0,53		0,53		0,51	
Vocational coaching	1- Very Poor	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	2- Poor	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	3- Average	1	2,1%	0	0,0%	0	0,0%	1	2,1%	3	6,4%	5	10,6%
	4- Good	3	6,4%	1	2,1%	6	12,8%	4	8,5%	9	19,1%	23	48,9%
	5- Very Good	4	8,5%	0	0,0%	2	4,3%	4	8,5%	9	19,1%	19	40,4%
	Total	8	17,0%	1	2,1%	8	17,0%	9	19,1%	21	44,7%	47	100,0%
	Mean	4,38		4,00		4,25		4,33		4,29		4,30	
	St. Dev	0,74				0,46		0,71		0,72		0,66	
Managerial coaching	1- Very Poor	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	2- Poor	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	3- Average	0	0,0%	0	0,0%	1	5,3%	0	0,0%	0	0,0%	1	5,3%
	4- Good	0	0,0%	1	5,3%	1	5,3%	2	10,5%	3	15,8%	7	36,8%
	5- Very Good	3	15,8%	1	5,3%	1	5,3%	0	0,0%	6	31,6%	11	57,9%
	Total	3	15,8%	2	10,5%	3	15,8%	2	10,5%	9	47,4%	19	100,0%
	Mean	5,00		4,50		4,00		4,00		4,67		4,53	
	St. Dev	0,00		0,71		1,00		0,00		0,50		0,61	
Group coaching	1- Very Poor	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	2- Poor	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%
	3- Average	0	0,0%	0	0,0%	1	2,9%	0	0,0%	1	2,9%	2	5,9%
	4- Good	1	2,9%	5	14,7%	5	14,7%	3	8,8%	4	11,8%	18	52,9%
	5- Very Good	6	17,6%	1	2,9%	4	11,8%	0	0,0%	3	8,8%	14	41,2%
	Total	7	20,6%	6	17,6%	10	29,4%	3	8,8%	8	23,5%	34	100,0%
	Mean	4,86		4,17		4,30		4,00		4,25		4,35	
	St. Dev	0,38		0,41		0,67		0,00		0,71		0,60	

Note: St. Dev – Standard deviation; n – absolute frequency; % - relative frequency

Source: Own elaboration

The effectiveness of coaching, which is the main problem of this research, is influenced by many factors shown by the respondents. The combination of subsequent questions is also a comparison of the number of sessions in which the respondents participated, but with a comparison to the degree of goal achievement. The positive impact of this relationship is confirmed by Table 3.

Although the increase in the number of sessions not always positively influenced the increase in his overall assessment, it is definitely positive by focusing specifically on the achievement of the set goal by the respondents. On the basis of the research, the average assessment of the achievement of the goal was calculated in relation to the number of individual sessions in which the respondents participated. It can be seen that with the increase in the number of sessions, the degree of target achievement by the respondents increased. Kwiatkowska (2015) also applied a survey with 100 respondents, where only 9% of people achieved their goal, and 49% were in the process of achieving it, while in this study as many as 71% of people achieved the goal, and 15% of respondents remained under implementation.

Comparing the above studies, as many as 49% of people were during the coaching sessions, in the process to achieve their goals, while in the current study this number is only 14% of all respondent and 71% achieved their goals already. It can be concluded that coaching should not be limited to a specific number of meetings, and the process should last long enough until the intended goals are sufficiently achieved. At the same time, it should not take place longer than what the coachee would like, because it may have opposite effects. In this situation, it is worth being vigilant on the part of the coach and the employer and controlling the given effects of work so as not to discourage the coachee from further improvement.

Comparing the effectiveness of coaching in professional life and in private life, based on the experiences of the respondents, (see Table 4) is the next stage of assessing its effectiveness. The respondents could rate it very high, high, medium, low or very low.

Table 4 - Effectiveness of coaching in professional and private life according to the respondents

Effectiveness of coaching	In Professional life		In Private life	
	n	%	n	%
5- Very high	34	35,4%	30	33,3%
4- High	38	39,6%	28	31,1%
3- Medium	16	16,7%	20	22,2%
2- Low	4	4,2%	8	8,9%
1- Very low	4	4,2%	4	4,4%
Total	96	100%	90	100%
Mean	3,98		3,80	
St. Deviation	1,04		1,13	

Note: St. Deviation – Standard deviation; n – absolute frequency; % - relative frequency

Source: Own elaboration

The highest overall marks - very high and high - were given to coaching related to professional life. On the scale of these two assessments, as many as 75% achieved the effectiveness of coaching in professional life, and 64,4% in private life. More respondents felt more benefits from coaching professionally than privately. It follows that the respondents were able to feel the benefits that they could obtain in a professional aspect to a greater extent. As also confirmed by the previous table, in which personal coaching was rated lower.

Coaching, like any form of development, has certain April that should be improved to improve the process. Figure 7 shows which defects customers see in it (see also Table A. 2). It is worth adding that according to the survey results, only 4% of the respondents did not indicate any defect regarding coaching. The remaining 96% of people marked one or more defects resulting from it.

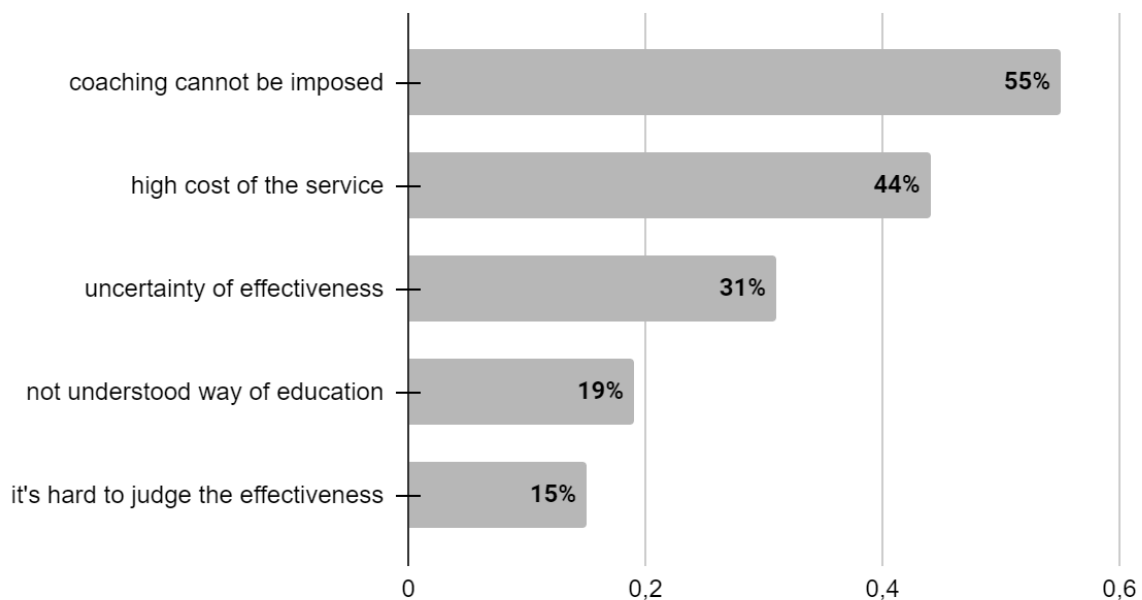


Figure 7 - Disadvantages of coaching according to the respondents
Source: Own elaboration

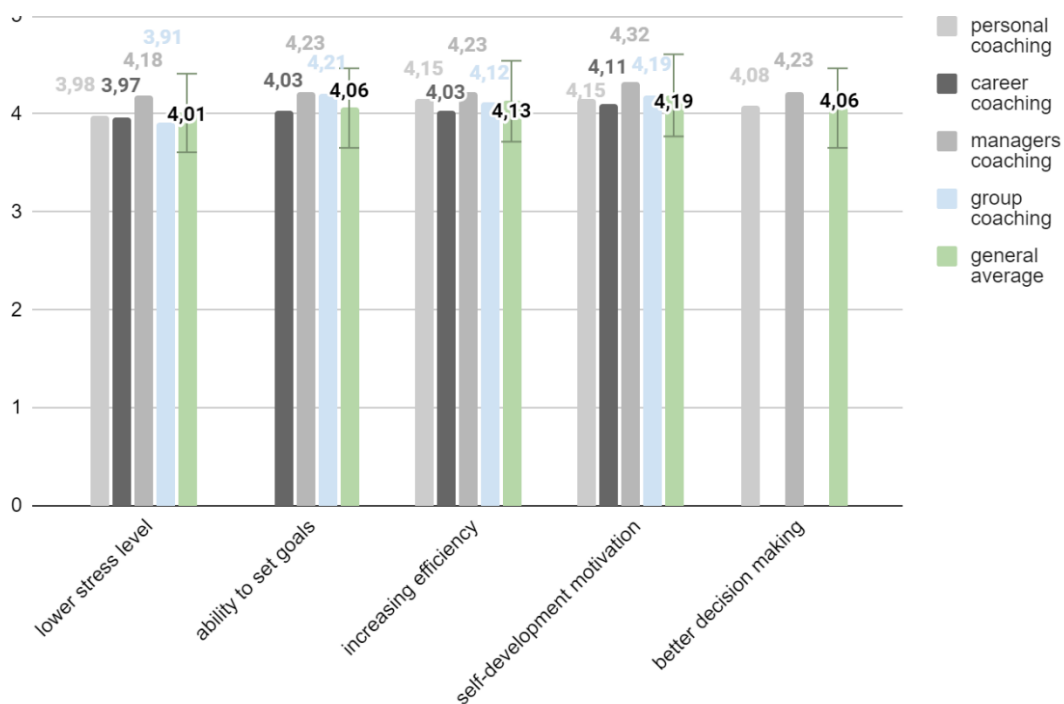
The results of the research confirmed the theory and priority of coaching that taking it up must be initiated by the coached person. As many as 55% of respondents chose this feature as a disadvantage of coaching (see Figure 7). For only 15% of people, the disadvantage is that it is difficult to assess its effectiveness. Perhaps this is not such a significant flaw in the coaching process, and companies can assess its effectiveness on the basis of, for example, the company's profits or the level of customer satisfaction. Several people have used the field to mention other shortcomings. They suggested that there is a poor availability of highly qualified coaches and the market is saturated with people who have little experience in this field. Another suggestion for disadvantages is the fear of losing qualified personnel after training. The respondents also suggested that coaching is often confused with therapy, which negatively influences its assessment.

The fact is that in order to undertake the coaching process, the coachee must be willing to do so. This is a characteristic element of this form of development and it will not change. However, conclusions should be drawn whether access to more qualified coaches can be facilitated and

whether individual highly rated disadvantages can be reduced, for example by changing the costs of this service, or by increasing clients' awareness of what coaching actually is. These disadvantages are influenced by coaches, so it would be necessary to investigate to what limits and how to change them in order to minimize the risk of re-evaluation.

4.3. Assessment of personal and enterprise benefits resulting from coaching according to respondents

Coaching, like any other form of development, should bring specific benefits. The effectiveness of coaching was measured on the level of soft skills assessment of the respondents. With the help of the research results, you can highlight whether coaching has improved specific issues that could be influenced by it. The respondents rated on a Likert scale from 1 (very poor) to 5 (very high) the individual benefits that they could derive from participation in the coaching process (Figure 9).



Note: rate scale from 1- very poor to 5 - very high

Figure 8 - Assessment of the benefits obtained from the various types of coaching

Source: Own elaboration

Regardless of whether we would take all types of coaching together or separate them, the respondents' highest rated benefit is self-development motivation, while the lowest rated benefit is lower stress levels (see Table A. 3). As you can see, coaching does not necessarily make employees less stressful. By focusing on the benefits and separating the various types of coaching, you can see that each form has different benefits.

Figure 8 shows the three highest-rated benefits of each type of coaching. The dark grey bar represents the overall average of the benefit. Out of the eleven benefits proposed in the survey, four received the highest scores at different levels of the average rating. In personal coaching, the highest average and equal level was achieved by motivation for self-development and increased efficiency. Professional and managerial coaching increased the motivation for self-development, while group coaching increased the ability to set goals. When choosing coaching, you can take into account what benefits you would like to get and apply appropriate coaching at that time.

However, depending on their age, each group of people experienced the benefit more or less. Table 5 shows how the differences are.

Table 5 - Benefit assessment by age groups

Age	Highest rated benefit (average rating)	Lowest rated benefit (average rating)
18-25	greater involvement in tasks (3.94)	less stress (3.31)
26-35	goal setting (3.92)	searching for new solutions (3.51)
36-45	self-development motivation (4.18)	better organization of time (3.49)
46-55	searching for new solutions (4.57)	better organization of time (2.71)
56<	better organization of time (4.00)	more self-confidence (2.00)

Source: Own elaboration

For each age group, the means of the highest and lowest assessed benefits were calculated on a scale from 1 to 5. The results are adequate to typical situations. The 18-25 age group is only adapting to the labor market and is characterized by an increased willingness to engage in the tasks performed, which is why they rated this benefit the highest, while it is potentially the least experienced, it will feel stressed until she gains experience and confidence in her skills therefore, coaching had the least impact on reducing the feeling of stress in this group. Another group of 26-35 years of age entering maturity, looking for their own specific career and life path, assessing the highest goal setting skills that may relate to both their private and professional life, and the lowest seeking new solutions, which is ideally associated with the goals that the individuals have set for themselves. The 36-45 age group is at the most effective age in terms of work, therefore coaching increased their motivation to act, however, it did not give them an effective solution as to the organization of time, perhaps only in their professional life, and maybe also in private life, to keep the so-called balance between work and life. People aged 46-55 already think schematically, which is

why coaching has significantly improved their ability to look for new solutions, while, similarly to the lower age group, not necessarily the efficient organization of time. The complete opposite is the age group over 56. It can be concluded that some people end their professional careers, thanks to which they can organize their time better, having more of it, therefore this benefit was rated the highest. In turn, the lowest rated benefit was self-confidence, which may indicate that people at this age are already so confident that they have not felt an increased change in this thanks to coaching.

According to a study published by the International Coach Federation in 2009, in which 2,165 people participated, high effectiveness was also observed. Respondents experienced improvements in areas such as self-confidence (80%), time management (57%), and work performance (70%).

The type of coaching does not necessarily have to affect a specific feature, but above all the age group to which it will be addressed. Knowing what coaching influences a given benefit and how individual age groups experience it, you can choose a specific path for a given group to work as effectively as possible both for the company and for private individuals.

The effectiveness of coaching can also be seen from the perspective of the company. As individual people gain new and improve their current competences, this may have a positive effect on the organization. The respondents in question 10 assessed on a scale of 1 (very poor) to 5 (very high), aspects that they believe can be addressed by the company. Figure 10 shows the overall average of the respondents' ratings and the percentage of respondents who marked a given selected benefit.

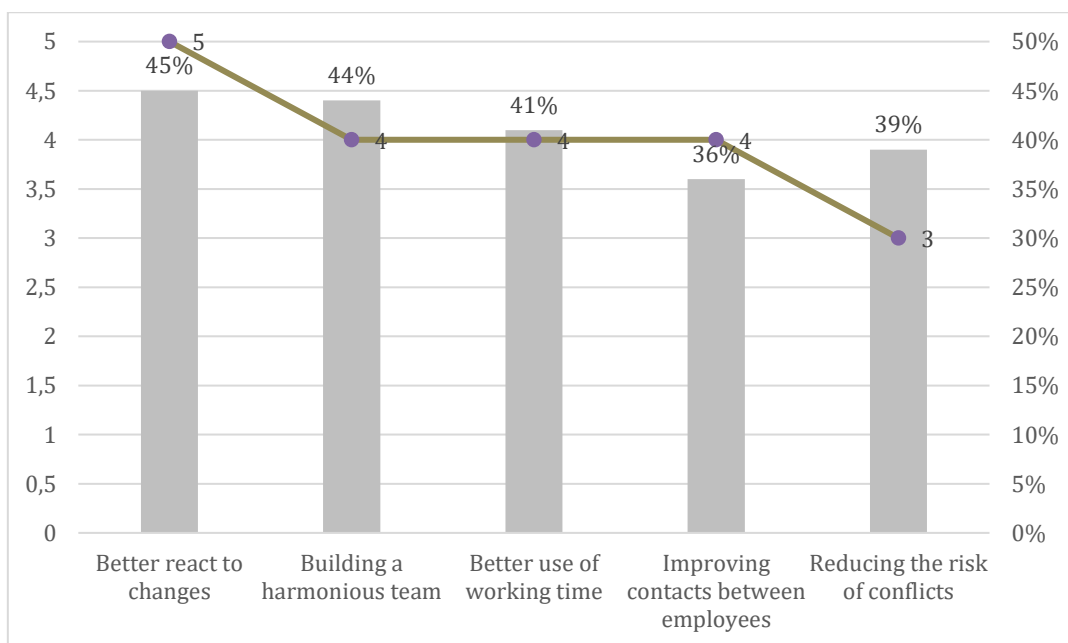


Figure 9 - Benefits of coaching for the enterprise according to the respondents

Source: Own elaboration

The results shown Figure 9 (and Table A. 3, in annex 1) are consistent with the theory cited earlier. Modern enterprises must be flexible when it comes to functioning on the market. The highest-rated benefit that can be obtained by a coaching enterprise is a better response to changes.

Currently, it is the most valuable benefit that a given company can achieve, looking at the constantly changing needs of customers and the pace of the growing economy and competition. The respondents also indicated in the additional answer that thanks to coaching, the company could not only react to changes, but also open up to them and be more innovative. According to the respondents, coaching can also affect the style of work in a given company and people management. The reduction of the risk of conflicts was rated 3 by 39% of respondents. This is the lowest rank among all possible benefits assessed. It follows that coaching is nowadays an effective tool that can increase the company's competitiveness on the market. A suitably flexible organization that expresses its readiness to change has a lower risk of failure in the market due to unpreparedness.

4.4. Predictions regarding the development of coaching in the respondents' opinion

Coaching has a future, which is confirmed by positive research results. The respondents are willing to participate in this type of personal development. Companies also benefit from it, as evidenced by the previous subsection. Ideas for improving coaching are best looked for at the source, i.e. with the clients. According to them, there are several issues that should be improved in order to make the coaching process effective (Table 6).

Table 6 - Coaching areas for improvement according to respondents

Improvement areas for coaching	Responses		% of Cases
	n	%	
Create conditions that increase trust in the relationship between the coach and the coachee	45	22,5%	45,5%
Train coaches in specific industries in which they conduct coaching, in order to increase objectivity	41	20,5%	41,4%
Do not limit sessions (use as many meetings as required by your goal)	41	20,5%	41,4%
Explain to the coachee what should be understood through coaching sessions	38	19,0%	38,4%
Create a system for assessing the effectiveness of coaching	32	16,0%	32,3%
Other	3	1,5%	3,0%
	200	100,0%	202,0%

Note: St. Deviation – Standard deviation; n – absolute frequency; % - relative frequency

Source: Own elaboration

Despite the fact that the basis of the relationship between the coach-coachee is trust, the respondents most often chose this issue for improvement. Perhaps it proves the qualification of the coach, but it may also be related to the issue that is in the second place for improvement according to the respondents. The analysis of the collected materials shows that clients would trust coaches

more if they knew the industry in which the employee operates. Thus, they would perceive the coach as more objective and knowledgeable, while trusting him. In the question about disadvantages, the coaching effectiveness was rated the lowest. In the current question, there was also an option to create a coaching performance evaluation system to improve the effectiveness of coaching. It can be concluded that the respondents, coaches, are good at assessing effectiveness and it is certainly an individual matter of each person who sees improvement in a given issue, therefore this aspect was once again assessed as the least important for improvement. Several people used the supplementary field and again suggested using more qualified coaches, so that coaches improve their skills and conduct ethical coaching. One person concluded that sometimes the right goal setting ends coaching, and then in the further process the person can act alone. The theoretical part also describes the features of an appropriate coach that can affect the effectiveness of the process.

The survey asked about the future of coaching, that is in which direction coaching should develop, and in which coaches can expect demand from individual clients or companies. This results are presented in Figure 10.

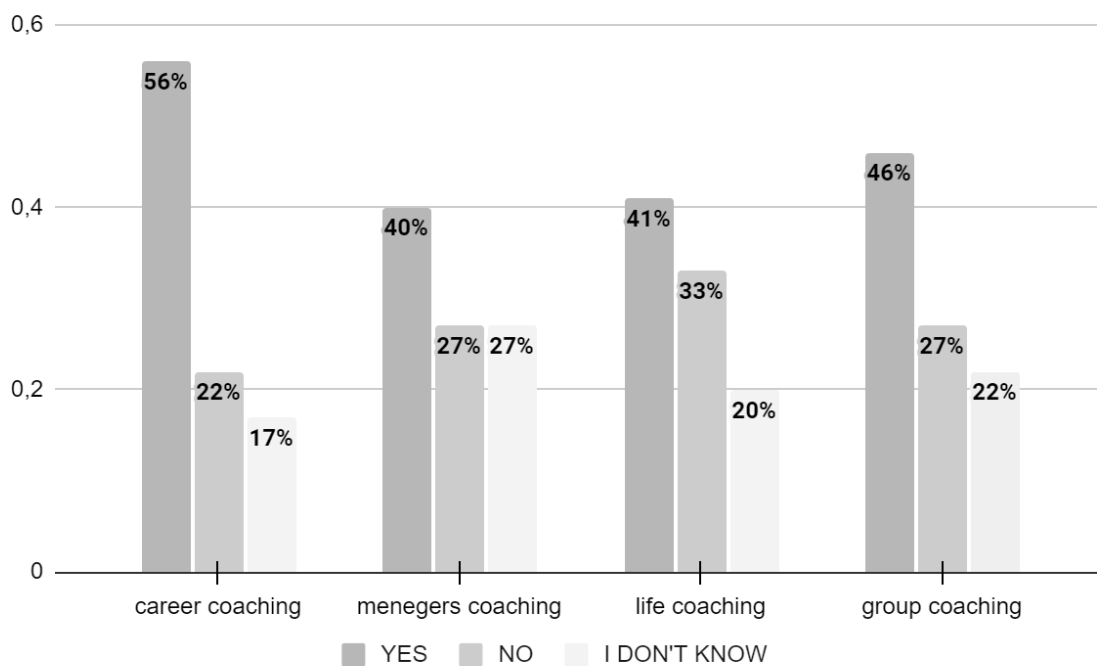


Figure 10 - The need for coaching in the future

Source: Own elaboration

As many as 56% of respondents indicated that in the future they would like to use the most professional coaching regarding their professional career. In turn, as many as 1/3 of the respondents certainly do not want to use life coaching. These results overlap with the previous ones and may be the result of a low assessment of the effectiveness of life coaching and a high assessment of the effectiveness of professional coaching. It should be noted that age had no influence on the decision to undertake specific coaching, which results from the calculated correlation. The influence of age on each type of coaching proposed was examined. The results were obtained in the following order:

professional coaching - 0.24, managerial coaching - 0.09, life coaching - 0.13 and team coaching - 0.04. According to J. Guilford's classification, these correlations are weak and moderate.

r_{xy} value	Interpret
$0,90 < r_{xy} \leq 1,00$	Very high
$0,70 < r_{xy} \leq 0,90$	High
$0,40 < r_{xy} \leq 0,70$	Moderate (sufficient)
$0,20 < r_{xy} \leq 0,40$	Low
$0,00 < r_{xy} \leq 0,20$	Very Low
$r_{xy} \leq 0,00$	Not valid

It would be worthwhile for coaches to consider enriching their knowledge in this direction in order to maximize its effectiveness, or to check your effects on life coaching and answer the question what could be the reason for so little interest in it.

The summary of the results in Figure 11 illustrates the need for specific coaching according to different years of service. By analyzing the collected data, it can be concluded that the selection of appropriate coaching depends not only on the competences that people would like to obtain through coaching, but also on the length of service they have completed in one industry.

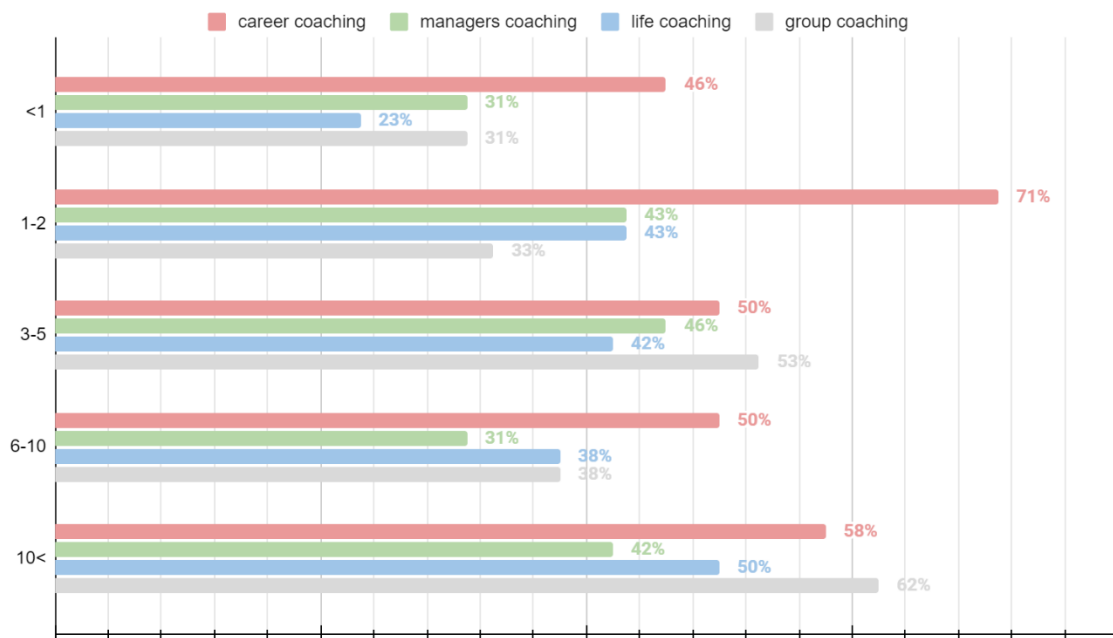


Figure 11 - The demand for coaching by job seniority

Source: Own elaboration

On the basis of the research, it can be concluded that the different seniority brackets show different interest in using coaching in the future. People whose work experience in the company is shorter than one year would like to benefit the most from professional coaching in the future, as much as 46%, while people with 1-2 years of work experience express such willingness in as many as 71%. On the other hand, the group with 3-5 years of work experience showed the greatest interest in team

coaching, as did people with over ten years of experience. However, it is immediately noticeable on the chart that despite slight deviations, professional coaching is the most popular. By suggesting the answer to the previous chart, you can assume which age group is best for life coaching, so that it may be more popular.

Conclusions, limitations and Suggestions for further research

The aim of this study was to evaluate the effectiveness of coaching sessions in shaping the professional profile of employees in enterprises. The theoretical chapter deals with the essence of coaching and professional development of employees. The research that was carried out was primarily to confirm the effectiveness of coaching in the opinion of the respondents who use this form of development both on their own initiative and on the opportunities offered by the company. As there are many changes in the modern labor market and in the midst of high competitiveness of enterprises, the importance of coaching as a form of improving the ability to adapt to them is of great importance for survival. The aim of the study was accomplished by means of a survey with the use of a questionnaire. This method was chosen due to the possibility of examining a wide range of coaching participants who are in different environments and have different experiences related to holding sessions with different coaches. Due to its popularity and fashion, coaching is used by many people. The literature review as well as the conducted own research and their analysis allowed for the formulation of the following conclusions.

The respondents expressed the greatest interest in coaching as an effective form of development and shaping their professional profile. They also mentioned mentoring to a comparable degree. This should be a hint for managers, because almost every company has the option of using the support of a more experienced person. It is certainly a much cheaper investment, and, according to the respondents, equally effective and acceptable.

Referring strictly to the effectiveness of coaching, it was confirmed that coaching is the more effective the more sessions have been conducted. The degree of target achievement increased along with the increase in the number of coaching trainings. This is information that should be used by people planning human resource development in the organization to adjust the right number of sessions for participants at the right pace. Inadequate training coordination can lead to the opposite effect, which is the reluctance of employees to improve and implement changes.

The research shows that despite the fact that people benefited from coaching sessions to a greater or lesser extent, in order to successfully introduce a given coaching, it is necessary to analyze what the company or the individual wants to achieve. Coaching participants experienced the impact of coaching sessions on shaping their professional profile. Above all, their motivation to act increased, they began to look for new solutions, some of them stopped thinking schematically and started to make better decisions. Improvement in soft skills was particularly noticed. These, however, were influenced not so much by the coaching itself, but most of all by the respondents themselves, their age, goals and experience.

The respondents confirmed their willingness to develop in specific areas of coaching. Research shows that coaching can be used in the future, and the respondents express their need for it. In order to maximize its effectiveness, it was recommended to create conditions that increase trust in the relationship. One should take into account not only increasing awareness among coachees about the essence of this form of support, but also influencing coaches, who should have

the ability to build an appropriate relationship. Which type of coaching did the respondents distinguish? Professional coaching aroused the greatest interest. On the basis of the calculated correlation, it appears that age had no influence on the coachee's decision on what kind of coaching they would like to use in the future. Such information can be useful primarily for coaches who want to develop. This is a good direction in which they can act, which was confirmed by the results of their own research. Enterprises, bearing in mind that employees would gladly take advantage of this type of coaching, may think about the development of their company's human capital in this direction.

The creation of this work was extremely fascinating and encouraged to deepen knowledge about coaching. The described effects also inspired an attempt to re-research in the future in order to determine whether coaching raises its level in the opinion of the respondents, as well as to allow ourselves to look at this topic from the other side, i.e. from the coach and his workshop. Finally, it should be said that coaching broadens the possibilities. Coachees may stop thinking schematically and improve their competences, and with a properly conducted process, it affects the development and increase of satisfaction with both work and life.

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Annex I – Descriptive Statistics of the questionnaire

Table A. 1 - Forms of training / development organized by companies

Number of forms used	n	%	Valid %	Cumulative %
0	4	4,0	4,0	4,0
1	37	37,0	37,4	41,4
2	31	31,0	31,3	72,7
3	12	12,0	12,1	84,8
4 or more	15	14,0	15,1	99,0
Total	99	99,0	100,0	
Missing	1	1,0		

Table A. 2 – Disadvantages of coaching in the opinion of respondents

	Responses		% of Cases
	n	%	
High cost of the service	44	26,7%	46,3%
Unsure about success / effectiveness	31	18,8%	32,6%
The coachee must be willing to participate in the process (cannot be imposed)	55	33,3%	57,9%
A relatively new way of learning which may not be fully understood	19	11,5%	20,0%
It's hard to judge its effectiveness	15	9,1%	15,8%
Other	1	,6%	1,1%
Total	165	100,0%	173,7%

Table A. 3 - Benefits of coaching for companies in the opinion of respondents

	Very Poor		Poor		Average		Good		Very Good		Mean	St. Dev
	n	%	n	%	n	%	n	%	n	%		
Improving contacts between employees	3	3,0%	5	5,0%	24	24,0%	36	36,0%	32	32,0%	3,89	1,01
Better use of working time	2	2,0%	6	6,0%	16	16,0%	41	41,0%	35	35,0%	4,01	0,97
Conflict risk reduction	3	3,0%	5	5,0%	39	39,0%	33	33,0%	20	20,0%	3,62	0,96
Better reacting to changes	2	2,0%	2	2,0%	15	15,0%	36	36,0%	45	45,0%	4,20	0,91
Building a harmonious team	2	2,0%	2	2,0%	16	16,0%	44	44,0%	36	36,0%	4,10	0,88

Table A. 4 – Benefits of coaching for participants in the opinion of respondents

	Very Poor		Poor		Average		Good		Very Good		Mean	St. Dev
	n	%	n	%	n	%	n	%	n	%		
Goal setting ability	6	6,0%	11	11,0%	9	9,0%	35	35,0%	39	39,0%	3,90	1,21
Increased Efficiency	2	2,0%	9	9,0%	23	23,0%	29	29,0%	37	37,0%	3,90	1,07
Motivation for self-development	3	3,0%	7	7,0%	16	16,0%	32	32,0%	42	42,0%	4,03	1,07
Better organization of working time	6	6,0%	11	11,0%	27	27,0%	32	32,0%	24	24,0%	3,57	1,15
The ability to search for new solutions	4	4,0%	9	9,0%	24	24,0%	33	33,0%	30	30,0%	3,76	1,10
Greater involvement in the tasks performed	3	3,0%	9	9,0%	21	21,0%	37	37,0%	30	30,0%	3,82	1,06
A new way of performing the entrusted work	4	4,0%	10	10,0%	23	23,0%	37	37,0%	26	26,0%	3,71	1,09
Better decision making	4	4,0%	7	7,0%	20	20,0%	38	38,0%	31	31,0%	3,85	1,07
Lower level of stress	5	5,0%	10	10,0%	33	33,0%	33	33,0%	19	19,0%	3,51	1,07

Table A. 5 – Advantages of coaching for participants in the opinion of respondents

	Very Poor		Poor		Average		Good		Very Good		Mean	St. Dev
	n	%	n	%	n	%	n	%	n	%		
Possibility of direct and indirect sessions (telephone, e-mail, video)	7	7%	8	8%	19	19%	31	31%	35	35%	4,00	1,00
Setting a goal yourself, which increases responsibility	2	2%	4	4%	13	13%	28	28%	53	53%	4,00	1,00
Possibility of conducting it both in a group and individually	5	50%	0	0 %	13	130%	28	28%	54	54%	4,00	1,00
Fast results	5	5%	14	14%	33	33%	29	29%	19	19%	3,00	1,00
Motivating	3	3%	7	7%	18	18%	37	37 %	35	35%	4,00	1,00

Annex II - Questionnaire

ATTENTION!

The survey used a scale from 1 to 5, which should be understood as follows

- 5 - Very good
- 4 - Good
- 3 - Average
- 2 - Poor
- 1 - Very weak

SURVEY

1. What forms of training / development are organized in your company?

(You can choose more than 1 answer)

- Coaching
- Mentoring (help from a more experienced person, with longer work experience)
- Courses (acquiring specific qualifications)
- Conferences
- Other (What?)

2. Choose the forms of development you have ever used and evaluate their effectiveness

(You can choose more than 1 answer; 5-very good, 1-very weak)

Coaching	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Mentoring	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Training	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Conferences	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Periodic employee appraisals	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Postgraduate studies	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Courses	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

3. Have you ever used a coach's services?

- YES
- NO

4. What form of coaching have you used and in how many sessions?

(You can choose more than 1 answer)

Personal (life) coaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3-4	<input type="checkbox"/> 5-6	<input type="checkbox"/> 6 <
Vocational (career-related) coaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3-4	<input type="checkbox"/> 5-6	<input type="checkbox"/> 6 <
Managerial coaching (for management staff)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3-4	<input type="checkbox"/> 5-6	<input type="checkbox"/> 6 <
Group coaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3-4	<input type="checkbox"/> 5-6	<input type="checkbox"/> 6 <

Other (What?) 1 2 3-4 5-6 6 <

**5. How do you evaluate the course of the sessions in which you participated
(Please rate only those attended)**

Personal (life) coaching	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Vocational (career-related) coaching	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Managerial coaching (for management staff)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Group coaching	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Other (What?)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

6. Coaching sessions were conducted through:

A coach employed directly in your company
An external coach hired on behalf of your company
A coach who conducts sessions open to everyone (commercial)
An external coach who conducts individual coaching sessions
Another form (What?)

7. "During the session my motivation to achieve the goal increased ..."

Yes No In progress

8. If you answered "yes" in question 7- please evaluate the degree of achievement of the goal. If you answered "no" or "in progress" - skip this question.

YES 5 4 3 2 1

9. What do you think is the effectiveness of coaching?

In professional life

Very high High Medium Low Very low I have not used

In private life

Very high High Medium Low Very low I have not used

10. What are the benefits of coaching and to what extent can the organization benefit?

Improving contacts between employees	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Better use of working time	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Conflict risk reduction	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Better reacting to changes	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Building a harmonious team	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Other (What?)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

11. Assess the benefits you have gained from participating in coaching

Goal setting ability	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Increased Efficiency	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Motivation for self-development	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Better organization of working time	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
The ability to search for new solutions	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Greater involvement in the tasks performed	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
A new way of performing the entrusted work	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Better decision making	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Lower level of stress	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Increased self-confidence	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Other (What?)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

12. Assess the advantages of coaching (5-very good, 1-very poor)

Possibility of direct and indirect sessions (telephone, e-mail, video)

5 4 3 2 1

Setting a goal yourself, which increases responsibility

5 4 3 2 1

Possibility of conducting it both in a group and individually

5 4 3 2 1

Fast results

5 4 3 2 1

Motivating

5 4 3 2 1

13. What are the disadvantages of coaching? (You can choose more than 1 answer)

- High cost of the service
- Unsure about success / effectiveness
- The coachee must be willing to participate in the process (cannot be imposed)
- A relatively new way of learning which may not be fully understood
- It's hard to judge its effectiveness
- Other (What?)

14. What kind of coaching would you like to use?

Professional coaching (development and professional path concerning changes)

Yes No I don't know

Managerial coaching (managerial, managerial and managerial staff)

Yes No I don't know

Life coaching (personal, work-private life balance)

- Yes No I don't know

Team coaching

- Yes No I don't know

Other (Which?)

15. What needs to be improved in coaching sessions to make them more effective? (You can choose more than 1 answer)

- Train coaches in specific industries in which they conduct coaching, in order to increase objectivity
- Explain to the coachee what should be understood through coaching sessions
- Create a system for assessing the effectiveness of coaching
- Create conditions that increase trust in the relationship between the coach and the coachee
- Do not limit sessions (use as many meetings as required by your goal)
- Other (what?)

16. How strong, in your opinion, was your company's competitiveness compared to other companies of the same industry on the domestic market....

Before training

- Very strong Strong Average Weak Very weak

After training

- Very strong Strong Average Weak Very weak

17. What is more important to you?

- I prefer to earn more, but the atmosphere at work will be bad (bad team, tension)
- I prefer to earn less, but the atmosphere at work will be pleasant, I want to feel needed, have a good team and support each other

METRIC

1. Age

- 18-25 26-35 36-45 46-55 56<

2. Sex

- woman man

3. Work experience in the company in years

- < 1 year 6 – 10 years
- 1 - 2 years 10 years <
- 3 - 5 years