COACHING FOR

HUMAN CAPITAL

DEVELOPMENT

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Coaching for Human Capital Development

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TABLE OF CONTENTS

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INTRODUCTION

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

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

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

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

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

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

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

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

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

Authors

1

COACHING

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

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

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

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

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

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

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

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

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

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

1.1 What is and what is not coaching

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

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

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

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

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

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

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

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

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

2. Coaching is not schooling or training. Schooling has a fixed and predetermined programme, information content and schedule. It is more about shifting knowledge and experience. Coaching is more flexible and dependent on the coached person's aims. Training is often about practising the desired behaviour and the received feedback. In coaching, the responsibility for development and learning is transferred to the coached one. It is possible to use the elements of schooling and training in coaching, but the coached persons go further alone and more deeply according to their own needs.

3. Coaching is not therapy. Although coaching uses many techniques taken from different therapeutic schools, it cannot be considered therapy. Nevertheless, it is often an alternative for people who would instead solve their life situation elsewhere than with a psychiatrist or a psychologist. Coaching, like therapy, allows a higher level of self-awareness. The primary difference is that coaching does not focus on solving deeper personal problems, the cause of which has most often originated in the past. Coaching is much more oriented towards the future, setting and achieving development goals in shorter time horizons. The goal of coaching is development, and the goal of therapy is curing.

4. Coaching is not solving problems with someone else. It is a principle within which individuals are fully responsible for their lives and results. A coach does not explicitly say what people have to do and does not even do it for them. If it were like this, the coach would take the responsibility and power from a coached person to solve things.

5. Coaching is not mentoring. Mentoring is a relationship between a more experienced and usually older mentor who helps another person to develop their personality and ability to orientate to given issues. Mentors deliver their knowledge, abilities and experience through advice, discussion and feedback (Podaná 2012). Mentoring is suitable, for example, in training workers in new job positions. Coaching is different in that a coach usually does not need to have direct experience with the working area of a coached person (Crkalová and Riethof 2012).

6. Coaching is not tutoring. This latter term is usually used to describe activities in the case of individualised advising care in an academic context. The task of a tutor is to help students to orientate in study issues. In organisations, a co-worker or subordinate sometimes

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

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

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

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

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

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

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

8. Creating awareness is related to the ability to integrate with accurate evaluation of multiple sources of information. It is important that the interpretations that the clients utter help them to become aware and achieve the outcome. These interpretations are beyond the immediate statement; they are the discovery of new ideas, learning and growth of the client.

9. Projecting actions (setting activities) are connected to creating opportunities for a client to continue learning during coaching but also away from the meeting in real-life situations. It is about defining steps using brainstorming that will lead to the desired result.

10. Planning and setting a goal. It is important to develop and maintain an effective coaching plan with a client to develop SMART goals (SMART - specific, measurable, achievable, relevant and time-bound). You need to be aware of this plan, learning style, pace and commitment to the goal. It is very important to identify successes that are important to the client.

11. Managing responsibility. It is vital to focus on what is important for the client and to give them the responsibility to take the actions that are important to them. The coach asks about the steps that the client has committed to take during previous meetings.

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

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

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

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

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

1.2 The process of coaching

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

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

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

1. Discovering potential (individual and collective diagnostics, strengths and weaknesses) by conscious and constant observation and inquiry. The aim is to know what kind of person the coach is communicating with and what problems the coached person is dealing with. It is helpful to perceive the coached person's body language, posture, voice tone, non-verbal expressions and typology. It is also helpful to observe their relationships, expressions of emotions and thinking patterns. It is precious to get the viewpoint of others, to know their impressions and thus understand the way they perceive reality. If the coach asks a group of people how they perceive a particular situation, it is likely to obtain much relevant information.

2. Making a strategy for a given goal. It is important to determine what we want to do and how we want to achieve it. The goal must be defined clearly and positively. It is necessary to verify its actuality, feasibility and consequence. If we want to achieve the defined goal successfully, we must understand it first.

3. Creating a plan of training (individual and collective). It is almost impossible to achieve a new objective without expanding our personal resources, strengthening our basic reflexes, acquiring complementary abilities and learning to think differently. The training plan can have different forms, depending on the needs, time, coach's experience and creativity of both sides. Between each session, the coached person tries to apply their learning to real situations and thus gradually creates a growing spiral of their learning.

4. Assistance, motivation and support. A coach must support and motivate people undergoing a sensitive period. It is necessary to create positive thinking and help to overcome uncertainty. This stage of strengthening trust and motivation follows the individual phases of applying new approaches, from determining a goal to achieving results.

5. Analysing results and difficulties is an essential and frequently mentioned element of the coaching process. It is a tool for assessing the level of a coached person's sharpness of mind and the degree of mutual trust. If the trust is insufficient, apologising will be never-ending. The coached person might hide behind numbers or technical arguments. When the trust is good, it is possible to get to know objective arguments, possibilities and approaches that are tailored to the coached person; these are the objects of the person's growth.

1.2.1 The ADAPT coaching model

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

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

1.2.2 The structure of a GROW interview

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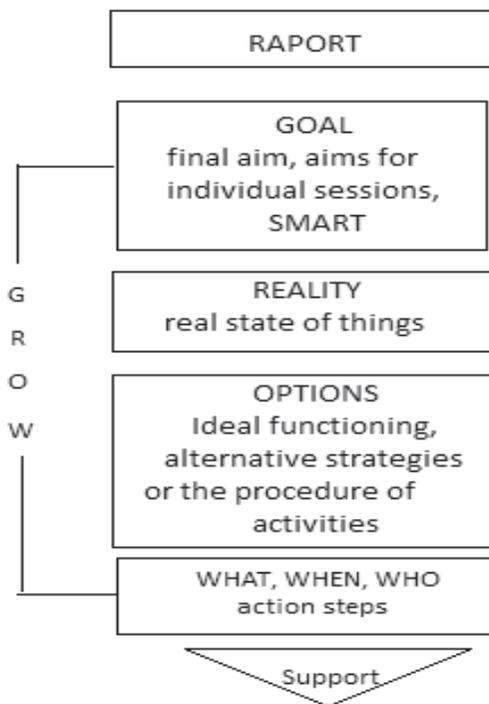
Figure 1-1 The structure of an interview according to the GROW model (Whitmore 1992)

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

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

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

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

2. Verifying REALITY. This part helps a coached person to understand positive experiences and possibilities they already know and have tried. The coach focuses on positive experiences and events. Through backtracking, the coach helps to arrange the thoughts of the coached person. The coach chooses keywords that will be beneficial for the coached person. The coach observes changes in the facial expressions of the coached person, such as whether they raise an eyebrow, have a surprised expression, smile, wrinkle their brow, etc. During the interview, the coach moves to the next phase, which is searching for options.

3. Finding OPTIONS. Here, a coach needs to find solutions. According to Whitmore (2009), it is not important to find the right solution in this part but to create a list with the largest possible number of alternatives, in which the quality and feasibility are not so important. Creativity plays the most important role here, and the coach stimulates creativity with questions. The coach helps the coached person to change their perspective, to look at a situation in a different way, from the perspective of a customer, a boss or a partner, as well as after a certain time interval. Our stereotypes, a fear of new things and uncertainty sometimes hinder our development. If we want to make changes, we cannot keep doing things the same way.

4. Making and preparing a plan, choosing steps – end of coaching – The creative part is followed by the need to decide on a specific course of action, plan or list that must meet the SMART rule. Tasks

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

5. Motivation to achieve the goals. A coach can support the coached persons by measuring their motivation on a scale of 1 to 10. When the motivation of the coached persons does not reach level 8 or higher, they will probably not implement the outcomes from coaching. In such a case, asking what must happen to increase motivation is important. Another tool of motivation is the visualisation of the result. The coached person becomes 'a dreamer' for a while, and they get energy from visual imagery.

6. Support at the end. Before the end, a coach can ask which ideas were the most important for the coached person, what the person has taken from the session and whether they are satisfied with the meeting. It is an opportunity for the coach to receive feedback from the coached person.

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

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

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

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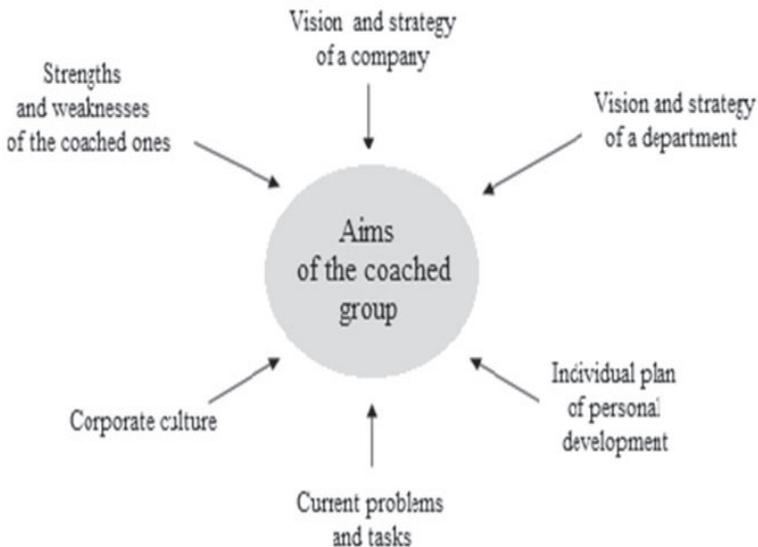

Figure 1-2 Aims of the coached group
(Suchý and Náhlovský 2007)

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

1.3 Coaching techniques and tools

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

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

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

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

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

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

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

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

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

1.3.1 The life balance wheel

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

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

1.3.2 The three-chair method

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

1. Defining a goal. If the coached person wants to look for possibilities or other solutions and needs inspiration, the technique of three chairs is an excellent tool. The coach will prepare three chairs and arrange them in a V-shape. The first chair represents a conscious mind, and the second represents deeper awareness. The front chair is integrative. The coach will present these chairs to the coached person, and they will agree on the question they will work on with all three chairs, e. g. Which ways of communicating with your colleagues will you choose for your next project so that you are more effective?

2. The coach will put the chosen question on the chair of the conscious mind first. The coach's voice in this role is clear, and the tempo is fast. They take on the role of a record keeper, make notes and let the coached person think, developing ideas through questions. The important question is: What else? When the coached persons find answers to the questions, the coach will ask them to make a break.

3. Next, coaching is performed on the chair of deeper awareness. The coach will backtrack previous ideas and again put the agreed question to the coached person, but this time in a softer and slower voice. They might add phrases to help, such as "Find the best way how to better …" or "Imagine how ideal it would be…". The coach keeps notes again. This section is also followed by a break.

4. The coached person sits on the third integration chair, which is at the front. The coach repeats everything that has already been said

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

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

1.3.3 Working with images, a drawing technique

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

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

1.3.4 Walt Disney method

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

in the clouds, and everything in their world was possible. The story they created then went into another room where the Realists started working on it. They concentrated on technical tasks, invented a solution, planned steps and counted costs. Realists are practical and concentrate on organising time, resources and planning. When the implementation plan was complete, it went to a team of Critics. The Critics thoroughly analysed the story and its implementation, starting to evaluate and highlight possible flaws, loopholes, weaknesses and risks. These comments went back to the Realists and finally to the Dreamers, who controlled what was left of their ideal world and eventually added other variations. Coaching uses this method of three roles in a clever way but for one person. A coach has an important role in gradually guiding the coached person through the roles of the Dreamer, the Realist and the Critic, ensuring that each role retains its typical features. The use of W. Disney's method in a coaching session is as follows (Podaná 2012):

1. The coach defines the goal of the meeting with a coached person.
2. If the coached persons are unaware of this method, it is important to explain to them what to expect. It is necessary to let the coached persons experience all three attitudes and fix the given role by using body language, place and gestures. In defining a goal, the coached person works with imagination. It is good for Dreamers to remember a situation from their childhood when they were dreaming, i.e. what the situation was and when it was most often – how their body, posture and sitting position appeared, and what facial expressions were used. Realists should try to remember a situation when they were organising and planning something; again, what their body and posture looked like, what their hands were doing, and what facial expressions, voice and speech tempo were used. A Critic needs to evoke a memory of constructive criticism from the perspective of, e.g. a boss or parents, and to imagine body movements, facial expressions, and voice.
3. After that, the coach reminds the coached person of the meeting goal.
4. Then, the coach asks the coached person to take on the role of a Dreamer. Using a quiet voice, the coach asks questions about an ideal state and writes down thoughts. After finishing, the coach asks the coached person to take a short break.
5. The coach leads the coached persons to the position of a Realist. With a stronger voice and a faster pace, the coach recaps the ideal image of the goal. They ask what they need to achieve the goal,

      how it will come about and what else they will do. After finishing
      this part, the coach takes a short break again.

6. Another step is introducing the coached person to the role of a
   Critic. Again, the coach's voice is dynamic, offering a recap of
   both parts and asking the coached person to criticise and evaluate
   the plan. Once again, a break follows.

7. The coached person is in the position of a realist again and is given
   suggestions from the critic that need to be resolved.

8. If the final project of the Dreamer is unchanged, the coach can
   finish coaching by submitting a record. If the changes are more
   significant, the coach can return to the position of a Dreamer and
   let the Dreamer agree or disagree with the changes.

9. The coaching session ends by reminding the coached persons of the
   ideal image to strengthen their motivation.

1.4 Coaching and the typology of personality according to MBTI

Coaching can be conducted according to various approaches, e.g. Gestalt
coaching, NLP coaching, systematic coaching, etc. Crkalová and Riethof
(2012) say that no method is more important than the coach's personality
and ability to form relationships and inspire the coached person to
develop. A coach must know the coached person very well to be able to
work effectively together. One of the methods of self-knowledge and
knowing others is based on the significant work of Swiss psychiatrist and
psychologist Carl Jung, namely his concept of psychological types. In
1921, Katherine Cook Briggs and her daughter Isabel Briggs Myers
followed in his work. These two women created a personality
questionnaire (the MBTI), which is, after more than 60 years, still the most
widespread tool for identifying personality types and understanding the
differences between people (Crkalová and Riethof 2012).

    The combination of eight preferences – extroversion (E), introversion
(I), senses (S), intuition (N), thinking (T), feeling (F), judging (J) and
perception (P) – creates 16 different personality types, which are denoted
by a 4-letter code (see Table 1-1). Each preference is equally good, and
each type is unique, with its strengths and weaknesses (Čakrt 2004;
Crkalová and Riethof 2012).

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

**Table 1-1 Sixteen personality types
(Crkalová and Riethof 2012)**

While coaching, it is good to remember the favoured approaches and requirements of a coached person, which depend on their personality type (Crkalová and Riethof 2012):

- ISTJ: wants to be coached by an experienced and professional coach who implements what they say into practice. A coach should be a practitioner using common sense. In coaching, this type of person likes systematic, proven and practical methods, adhering to schedules, aims and immediate practical usage of the learned knowledge. They do not like role-playing or neglecting facts.
- ISFJ: wants to have a practical, experienced and supporting coach who also uses common sense and needs precise tasks with a firm procedure and a proven effect. They like their own tempo of acquiring knowledge and pointing out personal experience from the past. However, they need more support to start using the learned knowledge.
- INFJ: needs a creative, open, well-prepared and supportive coach who focuses on the future and communicates creatively. They do not like group activities and details, preferring an overall view. In coaching, it is good to ask them questions focused on people, their needs and implementation methods. This type of person needs to study individually and think in depth to master the topic in question. They like complicated tasks requiring creativity and awareness of the relationships among people.
- INTJ: wants to be coached by a demanding, intellectual and reliable coach who focuses on the future and communicates creatively through a story. With this type, it is important to focus on creative processes that support the originality of thinking. They need space

for individual study and thinking about global issues. They want to know the long-term consequences of the required changes and discuss the significance of different words used by a coach. Usually, they do not like direct leadership or classification into groups and want to be respected for their abilities.

- ISTP: needs a realistic, competent, pragmatic and entertaining coach who uses practical experience. This type of person does not like wasting time, expects information about what has to be done and why changes are necessary, and wants to demonstrate practical knowledge. They like observation, examples and practical coaching experience related to their development needs. They need accurate, early and direct feedback. After determining logical and practical steps, they need time and space to test new findings.
- ISFP: looks for a supportive coach who can cope with a given issue, be personal and empathise with the feelings of others. Learning has to be focused on a step-by-step approach according to the abilities of the coached person. Here, individual work is needed or work in small groups of similar people. They need encouragement, praise and positive feedback, especially when new requirements and risks are put on them. They tend to hide behind and dislike sharing their feelings with people they do not know very well. They do not like prescribed structures or periods.
- INFP: wants an intelligent, personal and empathic coach focused on developing human values and harmony. This type of person needs to be creative and come up with unusual proposals. They need an unthreatening, friendly environment and plenty of time to think and explore. They require flexibility and space for assessing the meaning of the study material. Finally, they need to know and see the overall meaning and values in everything presented to them.
- INTP: needs a logical, highly professional and competent coach. This type of person will use many scientifically proven learning methods during coaching. They prefer individual learning and demanding goals that require a creative and strategic approach to problems. They want enough space for intellectual discussion and analysis of unique solutions possibilities. They dislike playing games and tend to question information when trying to understand a particular topic.
- ESTP: wants to be coached by a practical, flexible, enthusiastic and entertaining coach who expresses themselves clearly and directly, using common sense. The coached person needs to develop the knowledge directly in practice. The development must have an

immediate effect and tangible benefit. This type of person likes examples relating to their needs. They tend to underestimate the value of theories and untested techniques that seem to be of little practical use to them. As a result, they can sometimes take their development needs lightly.

- ESFP: requires a human, perceptive and friendly coach with whom they have a good relationship. A coach should use practical methods and common sense. During coaching, this type wants to develop knowledge through practical and proven methods, ideally in a group activity. They like specific tasks requiring a search for solutions and bringing the fun. They need praise when they show improvement. They do not like theory or separate individual study and value practical advice more than intellectual discussion.

- ENFP: a coach should be entertaining, inventive and a future-oriented person who believes in what they are teaching and, at the same time, is a friend of the coached person. During coaching, this type of person appreciates using different methods, experiments, brainstorming and "what if" questions within which they will use their imagination and space to choose their course of action. This requires sufficient space for discussion. They willingly shift the experience gained to others to support and help them. Finally, they like to implement their ideas into practice.

- ENTP: requires an ingenious, inventive and intelligent coach who is not afraid to defend their claims and is focused on the future, communicating creatively through storytelling. As part of coaching, this type of person needs to be offered ideas for discussion, new points of view, state-of-the-art approaches, case studies, critical analyses and logical models. They like to set the highest level compared to "fighting with others". This type of personality usually disputes the presented knowledge or discusses it passionately. They like open endings to be able to improve something constantly.

- ESTJ: wants to be coached by a well-prepared, capable, straightforward coach who can present concepts and knowledge in practice. This type of person likes coaching through structured, logically arranged activities with clearly defined benefits and methodological approaches to solving problems with a clearly defined goal and course. They need defined results, plans and a schedule to implement the new knowledge. They want to know the advantages of new knowledge using examples or previous experience and why things need to be done differently.

- ESFJ: needs a versatile, supportive and organised coach who is personal and can empathise with others. This type likes structured methods: observation, role-playing and step-by-step plans. They need clear expectations and positive and helpful feedback. This type likes a space for sharing a positive experience. They dislike abstract, theoretical models and require harmony in all their relations.
- ENFJ: requires a perceptive, understanding and inspiring coach with whom they have a friendly relationship. This type will appreciate using a range of information sources during coaching. For them, topics important from a human point of view are significant. They like working in groups and having space and time for conversation. They need to see what new possibilities and values they can gain in learning for themselves and other people, too. For this type, other people and their needs are always of paramount importance.
- ENTJ: wants to be coached by a competent, effective and demanding coach with very sharp judgement. This type likes challenges and a broad range of problem-solving options, always looking for the best and most effective way to reach goals. During coaching, they are grateful for the design of a development plan leading to a perfect mastering of learned knowledge. They like modern, innovative approaches and methods. They need plenty of time for detailed analyses and debates and for making strategies. They want to know the benefits of the successful use of knowledge in the future and the long-term impacts of the coaching process.

1.4.1 Four temperaments defined by MBTI personality typology

The approach of using four temperaments is one of the primary and further insights into the typology of people. Temperament reveals our primary needs, the driving forces influencing our behaviour, and the values we profess and stand for. The typology of four temperaments was developed from Hippocrates' classic model. Another typology is MBTI personality, combining preferences to define four temperaments as described in Table 1-2 (Crkalová and Riethof 2012).

Guardian (_S_J)	Explorer (_S_P)
- focuses on norms, traditions, valid and prescribed rules - plans very well - everything has its place - gives others detailed instructions - appears organised - unexpected changes can disconcert them.	- speaks in points - sends brief emails, gets to the point directly - often uses words such as: 'great', 'terrible' and 'incredible' - can react inappropriately strongly to positive and negative information - is interested in excitement and action - tends to make quick decisions.

Idealist (_NF_)	Rationalist (_NT_)
- has a real interest in other people, co-workers and customers - likes to talk about personal ambitions, life goals and priorities - is an empathic listener - usually finds time to thank others by email, letter or verbally - in feedback, it is about their personal growth - they alone give feedback in a way that does not hurt other people.	- wants to look clever and competent - is not interested in favourable results without evidence and logical explanations - shows their feelings only a little - asks questions to understand - is interested in getting more information about the causes and reasons for problems - provides feedback straightforwardly without any disguise.

**Table 1-2 Four temperaments
(Crkalová and Riethof 2012)**

Coaching deals with examining the depths of our motivation and searching for our strengths. It can be compared to a path where we get to know ourselves to obtain the desired results. This path leads to higher performance, personal and professional development, and better balance in working and personal lives. The MBTI typology is one of the possibilities for getting to know oneself, the people who are coached and especially how to coach the individual personality types.

2

THE DEVELOPMENT AND TRAINING
OF HUMAN CAPITAL

The second chapter of this book is dedicated to the development and training of human capital, with detailed attention paid to the development of managers relating to the effective fulfilment of the organisation's tasks.

In a knowledge society, organisational elements must be based on knowledge, creativity and information. Reaching this level assumes a prior position of continuous training and development as a natural, planned and controlled part of the organisation's life. Success in the labour market and the work quality and performance at work are also conditioned by the appropriate level of education (Spector 1997). Furthermore, high organisation performance is conditioned by the development of competencies and self-management of managers (Russ-Eft 2008). The development of human capital is defined by Fitzgerald (1992) as:

- acquiring knowledge and skills that can be used at present but also in the future
- preparing individuals to be able to enrich an organisation in the future
- engaging oneself in the case of many forms of educational and developmental actions.

Human resources are a critical factor in the development of any organisation. The development of human resources is required to meet new challenges, which is necessary for the long-term health and vitality of an organisation. Human resources development puts an organisation directly into a position where it can face changes (Fitzgerald 1992). Based on their research, Savery and Luks (2004) stated that education and the development of human capital is an investment that is highly profitable, and, thus the most valuable for an organisation.

2.1 Human capital development

The availability of high-quality human capital and the development of its potential have always played an important role in economics. Insufficient investment in human resources is a limiting factor for innovation and economic success. New technologies enable further growth only when a highly qualified workforce accompanies them. This workforce is continuously confronted with new tasks and problems, and it is increasingly forced to develop new qualifications and knowledge (e.g. social and managerial skills, digital skills, orientation to quality and creativity, etc.) (Kelemen 2008).

Reaching the desired state of an organisation's prosperity is conditioned especially by the quality of human and social potential and its development at the level of the individual – working group – organisation. Such an organisation can be successful internally but also towards external partners and conditions. Organisations oriented towards their employees and subsequently towards working groups have prerequisites for becoming successful earlier and with lower costs than those that have chosen the opposite approach.

Companies that condition the development by changes at an organisation and assume that employees will adapt to these changes hinder their development. In a rapidly changing world, the knowledge (information about what and how to do something), skills (abilities to do it) and attitudes (mental and emotional readiness to do it) that brought success to the organisation in the past can be substantially different from the knowledge, skills and attitudes that are now necessary to achieve further success. This continuity must be preserved, sustained, developed and strengthened. As a result, the significance of education, personal development, and the ability to accept new information and react to changes is growing (Kollárik 2011).

As already mentioned, an improved educational level of people is one of the fundamental goals and consequences of modern society. It is conditioned by the current demanding and turbulent environment that requires constant deepening, improvement, adaptation and development of people's educational level. Modern societies are aware of this fact and connect their performance to the formation of a working potential that is characterised by a high level of talent, knowledge, skills and motivation (Kachaňáková et al. 2008). The development of talents does not relate only to a few individuals. Real development means developing any individual's strengths, appreciating diversity, encouraging creativity and originality, and creating an environment where people are filled with

energy and expectations. Thorne and Pellant (2007) define the key principles of human capital development as follows:

1. Engaging and appreciating all of your human capital.
2. Developing and encouraging the diversity of employees.
3. Implementing talent concepts (not just promises), creating a culture of mutual help and willingness to learn.
4. An example of interest from the top positions of an organisation.
5. Recognising the importance of a manager's reputation, values and level. Creating an appealing environment for potential managers.
6. Creating a positive, open and supportive environment.
7. Developing emotional intelligence.
8. Identifying and recognising talents.
9. Retaining freedom in refinement and creativity.
10. Creating feedback and coaching practices in an enterprise.
11. Setting up an internal forum based on discussion and beneficial communication.
12. Stimulating flexibility and imagination.

The primary aim of managers' training is to create conditions for the effective performance of the organisation's tasks through the purposeful permanent formation of working potential. Investing in human resources is reflected in the increased performance of individuals, their self-fulfilment, satisfaction and loyalty to their organisation, as well as saving time and costs in deploying the workforce. Forming of work potential represents, on the one hand, professional preparation for the performance of current employment – the area of qualification preparation (adaptation, deepening of qualifications, requalification) – and, on the other hand, the development of human capital that is aimed at managing future responsibilities in planning and managing their careers (Kachaňáková et al. 2008).

The purpose of employees' development is to make everyone the best in their field of activity. That means developing all the components of workers' personalities so that they can manifest themselves in synergy and harmony (Doležal et al. 2012). For managers, training is essential for increasing the quality of their operating performance, greater competitiveness, a broader offer of services, and sustaining human resources, loyalty and motivation. The risk of training for employers is the irretrievability of the financial means spent in connection with increasing and deepening an individual's qualifications in the case of their early termination of employment. On the other hand, training employees

increases the quality of their work performance, giving them better career opportunities in their field, career advancement, happiness and loyalty towards employers, recognition, cost savings, higher financial appreciation, and greater certainty of maintaining their jobs (Blahová 2015).

Personal development plans are based on understanding what people do, what they have already achieved, what knowledge and skills they have and what they need. The personal development plan sets out what people need to learn to improve and develop their skills, improve their work performance, and move forwards in their careers. Workers take responsibility for formulating and implementing the plan. Nevertheless, if necessary, the organisation or its managers can help them achieve these goals (Armstrong and Taylor 2020). Kachaňáková et al. (2008) present a cycle of training and development of managers using the following activities:

- identifying real educational needs (which manager will be trained and in which area)
- planning manager's training (who, how, by whom, when, where and at what cost)
- carrying out training based on specific training programmes using appropriate methods
- monitoring and evaluating training effectiveness.

Career characteristics are the main aspects we need to know about a potential new manager. These are the strengths and weaknesses of people if they are suitable for a particular position. In addition, it is essential to recognise their current situation and possibilities for further development.

Individuals focused on career progress are motivated by the possibility of moving forwards from lower working positions to higher positions. Such people value social status (e.g., they compare brands, seating at a meeting, etc.) They are sensitive to situations that decrease their social status. They act energetically with a need to assert themselves; they act in interpersonal relations from the position of power, trying to obtain formal and informal authority. Strong pressure, time or conflict behaviour has no major impact on their performance. Their weakness is the lack of a tendency to search for a mistake in themselves or in their behaviour.

People focused on personality development "to the width" prefer searching for new information, converting it into new abilities for their own development, and want to get to the position of a specialist in the field as quickly as possible. These types of people are proud of their

knowledge and skills, focusing on learning and deepening information. They are able to build the position of informal authority. However, they are little devoted to creating and maintaining relationships as they focus on their development in the field. This is helped by personal self-balance, their own self-motivation, global thinking, purposefulness and the ability to concentrate for a long period. An employee without managerial ambitions is "a hard worker" – an implementer of the ideas of others (Evangelu 2009).

In the development of people, it is essential to understand the nature of human learning. Learning is a process of acquiring experience, knowledge, attitudes and habits that change our behaviour. In a broader sense, learning can be perceived as the adaptation to gradually changing conditions (Koubek 2014). For example, it is typical for many of us that the less knowledge we have, the lower the urgency level of our need to know more. This is also demonstrated by the widely known "steps of learning" (Kubalák 2013):

	Aware	Unaware
Knowledge	people at this level realise the depth and extent of their knowledge *(within their successfulness, they try to present themselves in the working and social environments)*	people have enough knowledge to take it as a natural part of their education *(people apply it automatically while trying to gain further knowledge)*
Ignorance	people in this phase realise they do not know what they should know *(at this level, people are ready to acquire knowledge)*	when people are not aware of something, they do not need to have knowledge about it

Table 2-1 The process of increasing the level of knowledge and the related attitudes to training (Kubalák 2013)

Training at the organisational level aims to equip the organisation with the prerequisites through which it will be able to cope with the tasks that it sets itself and that arise from the external environment. Organisational training is about learning during the course, learning from one's own experience, and looking for new possibilities. In order for the organisation

to train, it needs to function as an open, dynamic system. It has to be open to outer and inner stimuli and create a barrier-free environment in which there are no borders of the type of "we" and "they" (Hroník 2007).

Educational needs can be identified through the so-called 'analysis of educational needs'. According to Milkovich and Boudreau (1991), this analysis is conducted at three levels:

1. Organisational level of the analysis: the aim is to ensure the offer of critical skills in an organisation, to ensure the effectiveness of the organisation's running from the point of view of its performance, costs and revenues, and to sustain the organisational culture.
2. The level of a task and the so-called KSA (knowledge-skill-ability): it assesses what knowledge, abilities and skills an individual should have for individual job positions in the organisation. It is necessary to emphasise the role of job performance assessment as a source of information about managers' educational needs. Although the job performance evaluation is connected to managers' remuneration primarily, it is also of considerable importance as a tool for supporting career development and growth, setting goals, and, finally, identifying managers' educational needs.
3. A personal level of analysis: it assesses managers' particular characteristics. This level is used to identify the differences between an individual's existing and desired behaviours.

The analysis of educational needs is the first step in the organisational training strategy and is crucial for meeting manager's needs for permanent professional development. Therefore, it must be carefully planned, managed and directed towards clear results to ensure that educational actions are applied effectively and lead to meaningful changes, e.g. in the quality of services provided by the organisation. Representatives of all parties interested in training (the so-called stakeholders) should participate in it. Their involvement in the creation of the analysis ensures that the results will take into account the views of all parties involved (Gould et al. 2004).

The organisation's overall value is created by financial and intellectual capital. Financial capital is represented by assets in the form of cash or securities. Intellectual capital is knowledge organised and used to create the wealth of the organisation. It is the ability to transform knowledge and intangible assets into the resources of the organisation (Vodák and Kucharčíková 2011). Armstrong and Taylor (2020) define intellectual capital as stocks and flows of knowledge that are available in the

organisation. This knowledge is considered an intangible resource that includes the value of relationships inside the organisation and the relationships with customers and suppliers. Under the term intellectual capital, we mean a combination of human and structural capital.

An organisation's human capital is created by its employees and their innate and acquired knowledge, skills, abilities, attitudes and competencies. This capital is an important factor for an organisation's prosperity, so it needs to be well-mapped in the organisation and successfully developed. Besides the above-mentioned capital, the organisation also has structural capital, which consists of working procedures, job descriptions, the structure of the organisation, the database of business partners, manuals, technologies, etc. (Vodák and Kucharčíková 2011). According to Hroník (2007), the development of individual knowledge at the level of an organisation can take place as follows (see also Table 2-2):

1. Seizing – it is a matter for each individual to know what a given function requires. Everybody takes care of themselves. On the other hand, knowledge and skills are strictly tested.
2. Bestowing – experience is exchanged, understanding the essence of things and connections without seeking the truth. The organisation provides employees with opportunities for systematic development.
3. Transacting – the organisation gives its employees everything at its disposal (manuals, rules, training), and it is the duty of each individual to learn what is necessary for the given function. It is very close to explicit knowledge that is maintained in clearly defined structures. The environment is real and pragmatic.
4. Indwelling – sharing has the character of common knowledge and skills inside an organisation in compliance with the corporate culture. New issues are emerging. There is a search for solutions to real problems. This area corresponds to how we understand the organisation of learning and knowledge management.

	Development of individual knowledge	Development of the knowledge of the organisation
System of low trust and interest	Seizing: gaining knowledge – everybody for themselves	Transacting: trading with explicit knowledge

System of high trust and interest	Bestowing: providing knowledge – mediating experience, understanding the essence	Indwelling: common knowledge inside the organisation – life according to it, sharing tacit knowledge

Table 2-2 Comparing the development of individual knowledge and the knowledge of an organisation
(Hroník 2007)

Training can be one of the possibilities for solving problems in an organisation that obstruct the fulfilment of its aims (Babić and Djordjević-Boljanović 2013). The analysis of needs identifies current gaps in skills and knowledge that influence managers' performance.

If an organisation finds out that corporate training might help to solve some of its problems, then, according to Vodák and Kucharčíková (2011), it is necessary to:

- agree with management on training aims that support the priorities of the business
- decide what skills or abilities are intended to be improved by training.

The development of managers means changing and adapting to surrounding situations so that individuals do not stagnate.

2.2 Training implementation

Kachaňáková et al. (2008) characterise managers' training as a permanent process in which adaptation and changes in work behaviour, the level of knowledge, skills and motivation are made by learning through different methods. According to Vodák and Kucharčíková (2011), corporate training is focused on the formation of work abilities in a broader sense, which also means that managers' social competencies are developed that are necessary for creating good interpersonal relationships with employees. Training carried out by an organisation is a part of lifelong education. It should be systematic and based on the organisation's strategies. It requires the cooperation of several fields or departments in the organisation, internal and external experts, and educational institutions.

Hroník (2007) emphasises that there is increasing pressure on development and education that leads to a demonstrable increase in

managers' performance, which is also a trend when measuring an organisation's effectiveness. Finally, Vodák and Kucharčíková (2011) differentiate three approaches to training implementation in an organisation:

1. It must be carried out – essential requirements for training, often given by legislation and the need for skills.
2. It should be carried out – skills that bring benefits to the organisation, e.g., managerial skills.
3. The organisation wants to carry it out – the benefits do not have to be immediate. Still, they are probably on the long-term horizon, e.g. supporting the creation of the required corporate culture.

Training in an organisation focuses mainly on the formation of managers' work abilities. This training is becoming a part of the organisation's development. If it educates managers at different work levels, it shows that it values them and that they are important to the organisation. Training can also be systematically prepared according to its own content. Each area of education can be carried out in different forms, e.g. as a full-time or online course, as a standardised course, or as a special order, etc.

Hroník (2007) divides education in the organisation into the following areas:

1. Functional education: the education for each job role has an element of professional preparation. It follows the job description and ensures that the worker can perform their work in a successful and standard way. This education is often the subject of the certification.
2. Supplementary functional education: e.g., project designers are trained to develop business skills and undergo training on quality etc.; this can also be called preparation beyond the expanding field. Functional education for some workers may be supplementary education for others.
3. Managerial training: this includes education to acquire an MBA degree and particular activities, e.g. training of a group, team troubleshooting and development of other managerial abilities. Managerial training has different possible forms.
4. Language education: developing language competencies enable workers to communicate with foreign partners and customers.
5. IT training.

6. Special-purpose training: e.g., stress management and effective communication, usually developing different skills. Many educational activities included in the action plan of the organisation have this character.
7. Training by law: many educational activities are carried out because they are required by law. It has a non-selective character – it is for everyone.

The main aim of training managers is to create conditions for effectively fulfilling the organisation's tasks through the purposeful and permanent formation of work potential. According to Kachaňáková et al. (2008), investing in human resources leads to their overall appreciation that is manifested mainly through:

• increasing managers' performance and the level of services provided
• the possibility of using an organisation's internal resources to meet the needs of managers
• self-fulfilment and the satisfaction of managers and their loyalty to the organisation
• time and financial cost savings for managers' deployments (as part of adaptation, operational process, redeployment, etc.).

According to the same authors, managers' training should focus on the area of qualification preparation through the following activities:

• adaptation (orientation)
• deepening qualification (further training)
• requalification (retraining).

In addition to these areas, it is also necessary to pay attention to the area of managers' development, where they are expected to master knowledge and skills that will prepare them for fulfilling tasks in the future, i.e. the training should be oriented towards the career of a manager.

The aims of corporate training are determined by an organisation based on the identified educational needs. However, for the unambiguity of determining the goals, according to Vodák and Kucharčíková (2011), it is appropriate to divide them into two basic categories:

1. Programme aims – including the aims of the complete training programme as an output of the process and determining the needs of education.
2. Aims of a course (educational action) – including the aims of individual educational activities and can contain partial aims.

Managers' professional preparation will help them in performing their job and support their development so that they can master the determined tasks and manage their careers at any related position in an organisation.

It is crucial for an organisation that their employees are creative, technically and physically (with good health) capable, and able to work with advanced technology, react to changes and implement innovations while also possessing sufficient knowledge. Furthermore, organisations are looking for optimal ways of organising work to contribute to their more effective functioning. Therefore, the ability to work in a team, provide appropriate management and positive motivation of subordinates, and successfully communicate and cooperate with business partners is essential.

If we talk about managers' training, we should define basic terms such as abilities, competencies, motivation, orientation towards success, etc. Qualifications and professional competency relate to the features of behaviour conditioning average performance. It is the ability of a person to behave in such a way that corresponds with the requirements of a work position within the parameters given by the environment of the organisation and thus to bring the desired results. If we talk about worker competency, we must realise that it is about the approach and behaviour leading to the expected result. Competencies represent a set of workers' behaviours that they must use to master the tasks of their working positions successfully. According to Vodák and Kucharčíková (2011), a competent manager will meet the following requirements:

- is internally equipped with the features, abilities, knowledge and skills that are necessary for the desired behaviour
- is motivated to demonstrate such behaviour, sees a value in it and is willing to expend the energy needed in this direction
- can use this behaviour in a given environment.

One of the primary aims of an organisation is to create conditions in which the hidden potential of managers will be used, and their loyalty to the organisation will be ensured. This hidden potential should be understood as an ability to acquire and exploit new knowledge and skills

as well as the so-far untapped wealth of thoughts and ideas about how the organisation could be better organised (Armstrong and Taylor 2020). Therefore, an important element of the training process in an organisation is the motivation of managers. The motivation for learning and willingness to improve knowledge, abilities, and skills greatly influence training effectiveness. According to Vodák and Kucharčíková (2011), motivation is affected by:

- the value given by participants to learning activities concerning their current work position and future career, and the difficulty of tasks within training activities
- circumstances if the programme of a course arises from the identified training needs or it is only one-time action, regardless of the educational needs of participants.

Harris (1997) states that an organisation should prepare conditions for training managers to be motivated and prepared for training, observing the following principles:

1. The need to have a firm and strong vision of the organisation that is constantly emphasised to all managers to increase awareness of the need for strategic thinking at all levels.
2. The need to create a strategy that corresponds to the given vision and leads managers to acquire new knowledge and skills.
3. Within the given vision and its aims, apply dialogue, communication and conversation to facilitate managers' training.
4. To create a climate encouraging learning and innovation.

Creating the necessary competencies of managers for their work activities is not possible without their own internal and external motivation from the side of the organisation. Forming good working conditions and a positive working climate can stimulate managers to greater work performance and result in the willingness to educate themselves.

2.3 Training methods

The selection of an appropriate training method is closely related to the person's attitudes. These represent a relatively consistent tendency of a person to behave in a particular situation in a certain way or to react positively or negatively to the stimuli of a given situation. Attitudes express the evaluation of an object by a subject. Attitudes are sets of

thoughts and beliefs we create towards one another, some things or phenomena in the world, and the way we organise information and define our experience. They tell us about what we like and dislike, what we love and do not love. It is assumed that one part of attitudes is innate, but most attitudes are created by personal experience or social learning throughout life. Fedorko and Tutokyová (2014) present three dimensions of an attitude that are important for its development:

1. Cognitive dimension – representing opinions and thoughts about the object of an attitude.
2. Emotional dimension – including emotions and emotional reactions that the object of an attitude arouses.
3. Behavioural dimension – manifesting itself in the behaviour towards the object of an attitude.

Knowing how every person or organisation approaches the adoption of new behaviour strategies enables us to target the correct techniques and methods of development effectively. It is important to realise that every person has their own unique way of working with information and that teaching methods must be adapted to a given person, not vice versa.

Managers can develop their competencies through learning. It is important to know the way an individual can learn. Kolb (1984) describes a cycle of learning that has four basic phases:

1. Particular experience –planned or accidental.
2. Reflective observation – referring to active thinking about the experience and its significance.
3. Abstract creation of ideas (generating theories) – generalisation based on experience to create different ideas and thoughts that can be applied in a case if a person finds themselves in similar situations.
4. Active experimenting – testing ideas and thoughts in new conditions.

The American psychologist Kolb is also the author of the most widely used typology of learning styles, as described by Koubek (2014; see also Figure 2-1):

1. Accommodating type: uses the method of trial and error. For this type, it is invaluable to apply the learned material. An excessive amount of theoretical work will discourage them. Appropriate methods for accommodating types are experiments, model situations and role-playing.
2. Diverging type: brings many stimuli and thinks about them. Observation is important. They perceive things from different viewpoints and compare them equally. This type highlights an innovative and creative approach to problem-solving and is very active when using techniques such as group discussion or brainstorming.
3. Converging type: characterised by an aversion to ambiguity. With this type, it is essential to have a clear assignment. They like a brief procedure about how to get to a desired result. They will not include emotions but rationality in the learning. The favourite techniques are best practices. They do not like long discussions.
4. Assimilating type: learns theoretically and systematically. They can process a large amount of data and classify it logically. Practical implementation is not important for this type. They do not like to do things that they do not know the significance of in advance. They like to be a part of, e.g., creating construction products or model experiments. This learning type is active at the stage of creating concepts.
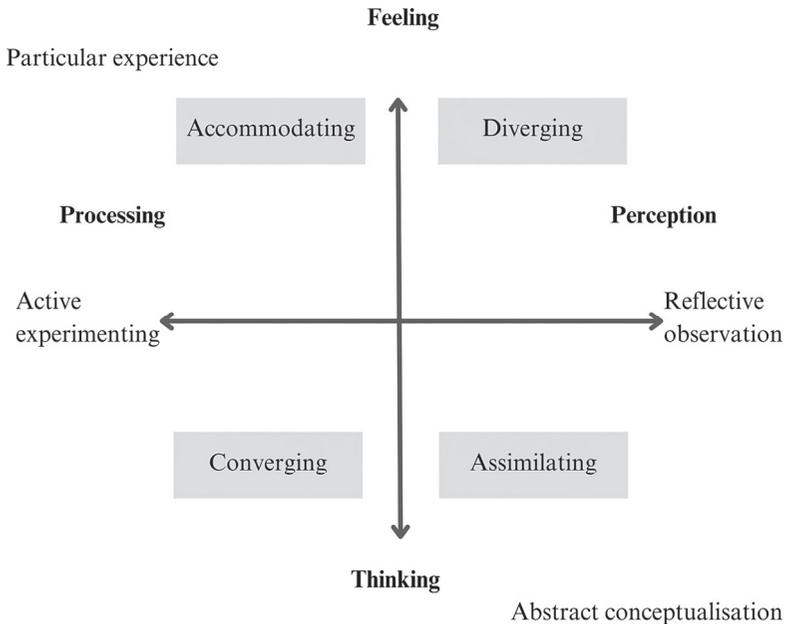
Feeling

Particular experience

Figure 2-1 Learning styles by Kolb
(Koubek 2014)

The process of education is not simple since there are many different methods to choose. The selection of the right approach to education has a great influence on its result. In education, three approaches are used in practice (Porvazník 2011):

1. The didactic approach in education is dominated by the person who educates, raises and teaches. When using this approach, the educator exerts themselves and no great intellectual effort is required from pupils. As a result, pupils are rather passive and they are expected to learn exactly what the teacher is explaining to them. This approach is effective if the learners work on acquired content, understand it and ask questions.

2. Socrates' approach uses questions carefully prepared in advance that are asked with the aim to lead the participants towards the solution of a problem. It is a challenging educational process that seeks and formulates questions supporting the participant's mind, understanding, activity and creativity.

3. In the use of a facilitating approach to education, attention is paid to participants and their needs and interests. This approach helps the learners meet their needs and requirements and take responsibility for education outcomes. The educator acts as an advisor, assistant, presenter and consultant, is more in the background and speaks as one of the participants.

The method of education is a technique by which a person acquires the necessary knowledge, qualities and skills (Porvazník 2011). When selecting education methods, educators can choose from several alternatives. Based on knowing the people they teach, they should know which form of skill development would suit them best (Plamínek 2008). Sojka et al. (2008) present the following corporate training methods in the workplace:

- In-work instruction – an experienced worker observes and instructs a new worker.
- Assistance – an experienced employee is assisted by a trainee and then the latter gradually perform activities by themselves.
- Job rotation – a trainee rotates several job positions horizontally and vertically.
- Coaching – under the supervision of a coach, a trainee acquires abilities and knowledge necessary for work and development over a long period.
- Task assignment – a supervisor assigns a task to an individual to demonstrate the acquired knowledge, abilities and behaviour. This leads them towards independence and responsibility in performing the assigned job.

Education methods outside a workplace include (Sojka et al. 2008):

- The study of books and magazines – a reader acquires the experience that is mentioned in the text. A change of attitude is possible only if the text emotionally addresses the reader.
- Lecture – this is mostly only about the transfer of knowledge. The trainee does not acquire their own knowledge and skills. Theoretical knowledge is transferred by a lecturer. It might also include a study text and a video.
- Seminar – usually occurring after a lecture; it mediates theoretical knowledge, but also individual issues are examined in more detail.

The trained employees present thoughts, ideas and opinions that can lead to the discussion within a seminar.

- Training activity –the repetition of the correctly performed activity to achieve automatic action. The participant receives immediate feedback based on which they can correct their behaviour to be more effective. Many educational activities are based on experiential learning.
- Workshop – an advanced form of a seminar where complex case studies are solved by a team. This method educates not only workers but also supervisors.
- Case studies – where the participant solves a simulated task with the same parameters as a real task. It develops analytical thinking, organises thoughts and no harm is caused by a wrong decision.
- E-learning – a combination of traditional education with electronic resources.
- Simulation – creating a situation that resembles reality. Participants follow a particular scenario and make decisions within a certain period.
- Outdoor activities (Šikýř 2014) – managers learn through outdoor sports activities where they use and develop their natural abilities, e.g. analysing, planning, organising, communicating, etc. These skills are then easier applied by managers in a workplace.

Plamínek (2008) describes how decisions about the form of education are made. He suggests that learning and training are oriented towards modelling reality. The result should be the knowledge of principles that can be applied by the participants even when their work conditions change. On the other hand, we should have certainty when choosing the model methods that people who are being educated will be able to introduce new, more general abilities into a particular practice – for example, advising and coaching offer particular abilities (knowledge and skills) that relate directly to the activity of participants. However, if the conditions change significantly, the practices learned by participants in reality-oriented programmes can be inapplicable. Here, we have to rely on the ability of people to generalise the acquired knowledge (Figure 2-2).
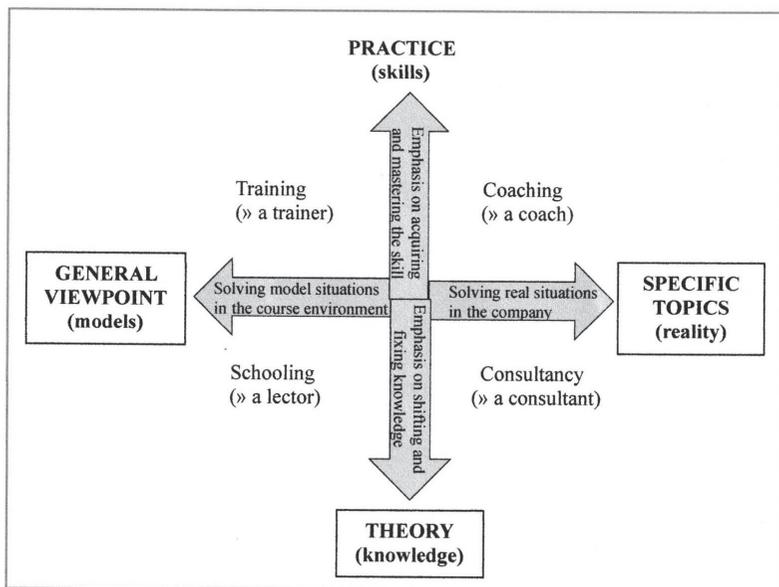
Figure 2-2 Decision-making about the form of training
(Plamínek 2008)

Apart from the above-mentioned education methods, there are also other methods presented in the literature. For example, Dudinská et al. (2011) describe the following methods:

- Tutoring, in relation to which it is rather about group care and learning of professional issues, and the development of the technical and methodological components. The relationship between an expert and a newcomer arises here.
- Placements represent long-term study periods at a similar workplace either inside or outside an organisation.
- Consultation comes from advisory practice and it is a relationship between two professionally competent individuals who solve a problem together. It is a one-time activity about achieving a change.
- Mentoring, where a mentor acts in the position of an advisor or a more experienced colleague who helps by integrating a new worker. According to Kachaňáková et al. (2008), mentoring represents a process in which a more experienced individual has a personal interest in helping a less experienced person in their career

and to achieve higher income. The intensive effect of this method assumes the proper selection of a mentor, their motivation to take on the role of a mentor and the training of the mentor as well as the mentored person. Mentoring is becoming one of the most important education methods for managers to fulfil their developing career aims. When applying this method practically, selecting a mentor by the trained manager themselves is preferable.

Kubalák (2013) presents the division of managers' education methods according to the activity of a student:

1. Passive: lectures, teaching through computer programs, films and educational video programmes, video conferences, group discussions, workshops, preparing projects, development programmes, and training in nature with orientation to sport and teamwork.
2. Active: coaching and work rotation.

This division of education methods is justified by the fact that people remember only a certain percentage of the overall amount of information, as follows (Adámek 2017):

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they speak for themselves
- 90% of what they do and speak for themselves.

The most common methods used in training managers in an organisation, according to Vodák and Kucharčíková (2011), are as follows:

1. Self-education – a process in which individual managers engage in the learning process at their own discretion to accelerate their own personal and professional development. An organisation should support this process by helping the managers with self-education and creating conditions for everything in the organisation to be an opportunity for learning.

2. Lectures – verbal presentations of a certain topic. They are suitable for presenting a large amount of information to large groups when there is a lack of interaction between a lecturer and participants. Lectures are mainly oriented towards improving knowledge. They can be very effective and inventive by using modern multimedia devices, but in terms of preserving information, they are not very effective.

3. Seminars – in the forms of papers and discussions, they are focused on exchanging information and opinions of participants on a topic agreed in advance. The advantage of this method is the support and development of thoughts and immediate feedback. The quality of training depends on the participants' knowledge level.

Literature also describes the so-called activating education methods. In this regard, Vodák and Kucharčíková (2011) mention participation methods that assume a high level of participants' activity in a training process. These modern methods are designed for a lower number of participants; their advantage is that they support better memorisation of the learned matter. It is about experience and practising, and the process often leads to a learning-by-doing type of training method.

Another activating method is just-in-time training (time-based training), which is closely connected to the urgent needs of people relating to immediate or emerging work responsibilities. This training is carried out as quickly as possible and as soon as the activity in question occurs. It is based on identifying the latest requirements, priorities and plans of participants (Armstrong and Taylor 2020).

On the other hand, this method puts emphasis on the active acquisition of skills and abilities. It is a form of learning through experience based on the fact that people learn much quicker when they try to do something, rather than when they read or hear information, for example. A just-in-time training process focuses on a higher level of participant involvement. An integral part of just-in-time training is providing feedback and an evaluation of the implemented activities (Vodák and Kucharčíková 2011).

Corporate training and just-in-time training can take the form of unusual seminars for human resources that will discuss how to classify objectively and how to make decisions about the classification of simulated data on examining and assessing work performances. This can create a certain level of common, equal understanding of classification levels (Armstrong and Taylor 2020).

Learning by play or physical activities – the so-called outdoor learning – represents educational and training actions designed to create an

atmosphere of cooperation and solidarity within a group. The aim of this training is to increase the overall effectiveness of team activities in the organisation and to boost the interactive and interpersonal skills of team members, leading to the improvement of relationships within the team (Kachaňáková et al. 2008).

Training goals, person's particular needs and a preferred learning style should show us which appropriate training methods to use. Specific goals and an understanding of individual needs help in choosing appropriate training methods. Better results are likely to be brought by a combination of several methods, which, if chosen appropriately, can arouse interest in education (Armstrong and Taylor 2020).

Coaching is defined as a training process at a workplace aiming to increase or improve the manager's potential (Belcourt, Wright and Saks 2000). Kachaňáková, Nachtmannová, Joniaková (2008) describe coaching as long-term, planned stimulation and direction of the trained manager towards the initiative and desired performance.

The entire process takes place according to the agreement between the coach and the manager. Everything is done in the work environment based on special assignments, defining personal responsibilities, substituting during vacations, presentations at conferences, etc. These activities are included in a long-term plan and, at the same time, they are harmonised with the long-term goals of the manager's career development.

2.4 Effective lifelong education and human capital development

The development of human capital is based on the principle that there will be a need to get ahead, to the next stage of competence. It is unbelievable how many talents are hidden in human beings; therefore, everyone should discover their potential and use it. Education is important, but much more important is enthusiasm for things and motivation for learning. Either one can motivate oneself and continuously educate oneself, or the impulses and motives for education should come from teachers, successful people or managers and pass to managers and other people. A study at Harvard University has proved that good performance, success, career advancement and competency development are influenced mostly by our mental attitude (85%) and relatively little by our practical skills and professional knowledge (15%) (Daly 2018).

Therefore, it is important for teachers, lecturers, students and other education participants to focus on creating the right mental approaches and attitudes, and developing the social maturity of people. Education provides

the necessary capability to overcome problems in life, achieve set goals and develop the creative forces hidden in a human being that are prerequisites for a fulfilled life and successful self-fulfilment. Education teaches people to believe in the good, beauty and higher ideas, giving them meaning in all their efforts (Porvazník 2011).

European Communities: A Memorandum on Lifelong Learning (2000) defines lifelong education as a targeted permanent educational activity that aims to improve knowledge, skills and competencies. It is a concept that covers all systems of education, both formal and informal, as well as all levels of education, including preschool, elementary, secondary, university and further.

A systematic OECD approach to lifelong education is oriented to the standards of knowledge and skills that everyone needs, regardless of age. It also emphasises the need to motivate and prepare children from an early age for lifelong learning and tries to ensure necessary higher qualification or requalification for all employed or unemployed adults (Dudová 2013). Based on the Memorandum on Lifelong Learning (2000), there are the following categories of purposeful educational activities:

1. Formal education that relates to educational institutions and professional preparation, leading to the acquisition of recognised certificates and qualifications.
2. Non-formal education takes place alongside the main streams of education and it is usually completed without obtaining any official certificate.
3. Informal education is a natural part of everyday life; it does not need to be intentional and an individual may not perceive it.

In addition to these categories, we can add other concepts connected to lifelong education in practice:

1. Initial education is created at three levels in a schooling system: a primary level of education (kindergartens, elementary schools: 1st to 5th grades, and elementary art schools); a secondary education level (from 6th to 9th grades of elementary schools, higher secondary schools: secondary grammar schools, secondary technical schools, secondary vocational schools); and a tertiary education level (higher technical schools and universities).
2. Further education within allows supplementation, extension and deepening of the already acquired education.

3. Education of adults is represented by all learning activities during adult ages for personal or professional reasons.
4. Open education is oriented towards a student who eliminates administrative, social, educational, and health barriers. Individuals are responsible for the study content, methods, tempo and arrangements throughout their whole lives.
5. Distance education is a type of study that can meet the requirements of open education. Across the world, it is used as a basic form of education.
6. Education in the internal labour market represents training within a certain organisation.

In planning activities and strategies, organisations often use the method of projecting jobs according to the theory of Kulik et al. (1988). The authors present four positive personal and work results:

- high inner motivation to work
- high-quality work performance
- high satisfaction with the job
- low absence and fluctuation.

These results can be attained if an individual works in an environment of three critical psychological circumstances: a meaningful job, responsibility for work results and being aware of the results of one's own work activity. These psychological circumstances arise in a job that has five key work dimensions (characteristics):

- qualification variability
- work task identity
- the significance of a work task
- autonomy
- feedback.

This theory proves that only people who highly value their job and have a personal relationship with the results of their work are satisfied with the organisation's internal environment and can positively react to work characterised by the five given key dimensions (Kachaňáková et al. 2008). For an organisation, it is important to train its managers so that it prepares an effective motivation programme in terms of managers' organisational training and chooses the right set of stimulating factors that, according to Vodák and Kucharčíková (2011) must:

- be based on the organisation's strategy
- be based on the aims of the education system in the organisation
- respect the needs and possibilities of organisation managers
- take into account the specifics of an organisation and a region
- react to the global social situation in a country.

An effective strategy of human capital development is, according to Czesaná (2006), a strategy that achieves especially the following:

- it will meet the needs of an organisation and entrepreneurship
- it is based on a detailed analysis and exploration
- it can be transformed into operational programmes that predict the emergence of requirements and problems, and their prevention
- it is logically thought out, integrated and composed of mutually consistent components supporting each other
- it takes into account the needs of line managers and employees in general as well as the needs of an organisation and other parties involved.

If an organisation wants to proceed effectively with lifelong education, it should understand what it wants to achieve by learning. First, the organisation must have adopted a certain philosophy of education by which it expresses the significance and importance of corporate training in an organisation. According to Siller (1997), there are five approaches for an organisation to establish effective lifelong learning and development of managers:

1. Zero variant: all educational activities are limited only to compulsory schooling that results from legal requirements and professional instructions. Sustaining or increasing qualifications is left entirely to the managers' initiative.
2. Accidental approach: managers' training is not planned; it is subject only to current needs. Courses are selected randomly according to advertisements or offer letters from different educational agencies. This sort of training cannot be effective.
3. Organised approach: educational activities are planned, and the requirements for courses are very precisely specified according to the requirements and needs of an organisation. This approach leads to more effective education.

4. Targeted conception: education is provided permanently and systematically based on identified needs. In addition to the personnel department, all line managers are also involved in the organisation of education. Arranging educational activities is carried out through cooperation with various external agencies and it also greatly supports learning at work in an organisation.
5. The concept of a learning organisation: training acquires a new character – attention is paid to self-learning or self-improvement, i.e. an individual focuses on trying different things when dealing with new issues. Such training must be supported by managers at all organisational levels and by work teams. From the point of view of an organisation, these processes should lead to the formation of the so-called learning organisation.

The education process concludes with an evaluation, which is the basis for identifying the needs for the next process (Belcourt, Wright and Saks 2000). If we evaluate an education process, we should find an answer to whether the aims were fulfilled or not. The goal of education should be to increase the organisation's effectiveness. Feedback on the effectiveness of education is the most important part of the entire education cycle so that we can assess the extent to which any training programme is effective and how it is reflected in work outcomes (Hroník 2007).

Porubská and Perhács (2007) discuss the priority of supporting people in learning and the need to lead them towards permanent learning. The objective reasons for this are high demands on people in difficult living conditions. The individual potential of a person is the subjective basis of education. Lifelong learning is connected not only to the economic sector and to the labour market, but also to all spheres of human lives. It relates to all education sectors. In the case of adult participants, it is based on their motivation and initiative, and it should be tailored to their needs.

The entire education system is based on internal motivation to move forwards, to do things better, and to use and develop potential. Many tools and methods help education and development. One of the tools that works with participants' motivation, emphasises their responsibility and independence in the process of further progress, reveals their hidden potential and meets the aims of society through individual goals, is coaching.

In the first two chapters, we have tried to provide theoretical knowledge about human capital development and training as well as about one of the education methods, particularly coaching. In addition, we have emphasised the importance of knowing individuals and their development

needs, and choosing an appropriate education method for them. The connection between coaching and human resources development is presented in Chapter 3.

3

USING COACHING AND ITS PRINCIPLES IN HUMAN CAPITAL DEVELOPMENT

According to Birknerová and Timková (2019), coaching and its elements are most often used to solve current problems or as a tool for developing human capital. In that context, coaching is seen as a tool for:

- creating visions, strategic goals and strategic planning
- effective implementation of fundamental changes
- project specification, preparation, implementation and execution
- effective communication, presentation and specification of requirements
- negotiating contractual terms and conditions and maintaining cooperation
- conducting meetings, delegating authority and tasks, and scheduling plans and activities
- selecting and evaluating staff, developing their potential, and growing their performance
- adapting and motivating staff, and drawing up and evaluating a development plan
- teamwork and time management
- decision-making processes and prioritisation
- coping with new situations and new work
- conflict resolution and performance motivation, etc.

The impetus for coaching usually comes from a top manager, human resources manager or another senior manager. However, coaching references from other managers or employees of the partner company, or even from the customer, can be a significant stimulus. The stimulus might also be an offer of coaching from an external consulting company.

Timková (2013) states the reasons for coaching in terms of human capital development as follows:

- enables the formulation and support of future visions, expectations, long-term goals, and ethical and ecological values
- facilitates awareness of one's own reality and one's relationship to it
- enables awareness of the extent of one's influence on achieving their goals
- creates one's own action plans, and particular steps in action, activity, time and space
- removes barriers (interferences) to performance
- identifies the external resources available
- identifies internal resources and potential, strengths and weaknesses, and level of competence fulfilment
- directs the potential (resources) towards better and more efficient use
- welcomes and gives space for activity, and expression of one's ideas and opinions
- gives the opportunity to explore and consciously review and manage one's attitudes, thinking, prejudices, values, goals, feelings, emotions and motives, which gradually leads to the expected behavioural change
- enables seeking and finding workable paths and solutions in a useful way for the coached person, according to their needs and expectations
- helps to raise awareness of the possibilities and to choose a course of action, giving the coached person a choice
- provides trust, support, respect and security
- provides feedback and awakens interest in other people
- enables people to realise that the only thing they can change is themselves
- leads to respect for other people's expectations, values and goals
- makes opportunities out of problems, revealing them as a source of information, a lesson, an opportunity for change and an incentive to improve
- with less effort, immediate results are evident.

The best results are achieved when the request for coaching comes from within the organisation itself. It is usually conditioned by: an awareness of the investment to be made in the preparation and development of human capital in the enterprise; the choice of coaching as an effective tool to meet this need; the choice of a coach; and the negotiation of the objectives, process, conditions and model of coaching.

The practice has shown so far that the initial stimulus for coaching rarely comes from management, which is detrimental to its own development, and thus to the development of the whole company. One of the reasons for this is the tendency of managers to see and proclaim themselves and their organisations as successful, exemplary and trouble-free. They do not see a suitable space for using coaching and do not admit the need for coaching.

We present the following questions:

"Could you be more successful? How do you see your business in five years if nothing has changed?" This is because those who are successful can be even better and more successful.

"What if you think things are OK simply because you lack information about the reality of your business and the people in it right now? Do you know what feelings your workers come to work with, or what they think and say about management and about working in the business?"

"Success puts to sleep, coaching awakens. Only those who don't rest on their laurels have a better chance of long-term success, performance improvement and competitiveness. How do you plan to ensure this?"

The phenomenon of overburdening managers is even more common. Most of them are burdened with a lot of operational work, which causes time pressure and stress, leading to increasing problems, especially in decision-making. Time pressures prevent them from seeing alternatives and possible solutions to emerging situations, and they are even more overwhelmed by pre-decisional stress. It often happens they decide between two alternatives, neither of which is satisfactory. The hesitation takes away their energy and time. Coaching can largely remove any psychological burden from the manager and restore or even improve their 'balance in life'.

3.1 Coaching – an innovative method of human capital development

If coaching is applied correctly in a company, employees will begin to realise that they are the creative force in their own lives and not the victims of environmental or other influences. If managers could stimulate such awareness in their subordinates, they would begin to work in accordance with the belief that "Quality starts with me. I am the one who has to decide" (Covey 2003). In this way, the subordinate becomes not a victim but a creative human resource.

For this to become a reality, the manager needs to adopt a much more optimistic view of the hidden potential. Managers must think of their people – human resources – not in terms of their performance but in terms

of their potential (Whitmore 2017). Such an approach leaves the employee with the responsibility for designing, creating and implementing action steps, which will arouse much more interest in the employee and encourage them to take responsibility for their own actions. Although the above approach is natural for the coach, it is a missing element in management practice.

Nowadays, coaching is an important part of the process of leading and developing human capital in companies. Rosinski (2003) cites IBM as an example of such a company. In 1998, IBM's CEO, Lou Gerstner, stated that sometimes it was enough for managers to achieve the desired indicators and get results. Now, however, it is necessary to define people leadership more broadly. Managers continue to lead programmes and projects while, at the same time, it is their role to lead people, shape a team, coach, and create a culture of high performance and development. The ability to coach is seen as one of the key competencies.

An IBM leader acts as a coach when he/she:

- is proud of the results of others
- is happy when his/her subordinates go through a process of personal growth and development, even if it costs him/her or the whole team something
- coaches subordinates, encourages long-term development and is a role model for them
- has a significant positive impact on professional growth and human capital development.

IBM has found that leaders who apply a strong coaching-oriented leadership style create a climate of high performance and development. Such a climate contributes significantly (28–36%) to company performance (Rosinski 2003). A UK-based HR portal describes the benefits of coaching linked to a company (Changeboard 2011):

1. The number of problems will be reduced: The existence of a problem means that we have not found a solution. The coach creates a space for discussions where employees talk about their ideas and better overcome obstacles at work.
2. Employees will better understand themselves: A coach can help employees discover their potential, which they can then use to the benefit of the company.

3. Time management will improve: Coaching can help to define better goals that will be realistic. The company will no longer have to invest time and energy in things that are unnecessary.
4. Restoring clarity and focus: If employees are given space to discuss things with someone outside their area, they may find a more interesting solution that they might otherwise overlook.
5. Gain a better understanding of the company's vision and direction: Coaching allows the employee and their employer to direct goals so that they are more connected to the company's vision and direction.
6. Learning to 'let things go': Some managers have a problem with delegation and thus stand in the way of effective company management. A coach can help them find a way to ask others for help without relieving themselves of responsibility.
7. Understanding that no one knows all the answers: Employees sometimes find that there is little time to do the work due to constant planning. Discussion with the coach can help them clarify the steps that need to be taken and to work systematically, step by step.
8. Awareness of the need for innovation: By discussing the current situation, the manager can figure out how to present the necessary changes to those who might reject any change.
9. Finding that it is not always possible to agree: Conflicts might still arise when some goals are achieved. It is good to realise that not every conflict is bad.

If an organisation wants to implement the apt slogan of "manager as a coach", it must realise that this is not possible without long-term investment in personnel and organisational development. The company should allow managers to implement a coaching approach and eliminate anything that might prevent them from doing so. According to Workface (2011), company support can take the following forms:

1. Create an individual coaching scenario: Every coach-manager needs to know why they should coach and what it will bring them. Managers should realise that thanks to the efforts of others, they will achieve better results.
2. Define clear expectations: If a coaching culture is to be created in the company, the managers must know that coaching subordinates is one of their responsibilities. It is important to embed coaching in the corporate culture – from the job description to performance appraisal.

3. Learn coaching skills and put them into practice: The coaching approach does not have to be natural for the manager. In practice, however, coaching skills can be trained, for example, in delegating tasks to subordinates.
4. Provide managers with a coach: If managerial skills are to be enriched with the role of a coach, managers should receive a live experience with their own coach.
5. Reward the best coach with the best job: Strong coaching skills promise strong performance. Skilled coaches should therefore be candidates for the organisation's most important managerial and directing roles.

When organisations teach their managers how to coach employees, the former show higher levels of productivity, commitment and financial performance. However, in order to increase the effectiveness of coaching, it is necessary to build a coaching culture that will support the five basic preconditions for individual development. Server Talent Management (according to Moore 2012) defines these conditions as follows:

1. Feedback and opportunities for improvement: It is important to know whether managers are talking openly about their expectations, the performance of their people, and their development needs or whether they offer opportunities for improvement.
2. Confidence in motivation: It is questionable whether managers really think about the interests of their subordinates and whether they see coaching as an opportunity for further development, not just as a tool to correct mistakes.
3. Support for skills development: Do employees come up with new ideas on how to do things differently? Does the organisation have effective mechanisms for identifying and removing barriers to learning?
4. Flexibility in practice: Can employees reasonably take risks and try new things? Do coaches set a strong example and encourage risk-taking?
5. Responsibility: Are employees responsible for meeting their development goals and is there a system of performance rewards linked to them?

Managers are in an excellent position to use the results of established coaching to give the company a real competitive advantage. They need

support from the company to develop their ability to coach and often also provide the initial impetus to learn those skills and abilities.

Pure coaching is done by professional coaches. Managers who have to fulfil their managerial functions cannot be and are not intended to be, pure coaches. A manager's position is different. However, in order to be able to motivate and use the potential of employees appropriately, they need to bring elements of coaching into their managerial practice, complement managerial competencies with those of a coach, and know how to use them appropriately in managing human capital and developing their potential (Birknerová and Timková 2019).

The positions of a coach-manager and a pure coach are different. By a pure coach, we mean an internal and external coach whose job is exclusively coaching. Coaching by an external coach is, according to Zelingrová (2005), defined by criteria that include the voluntariness of the coached person, their definition of the goal, and a symmetrical relationship between them and the coach. In the case of the coach-manager, different rules apply. Coach-managers, unlike external coaches, must always keep in mind the goals of the company and of the department for which they are responsible and focus the coaching process accordingly. Their role is also to encourage the whole team, not just individual employees, to improve their performance (Fischer-Epe 2006). In their positions, managers must meet the requirements of employees as well as the organisation (Haberleitner et al. 2009). The art is to strike a balance between the needs of the organisation, the members of the group, and the leaders themselves, which is perceived by all involved as 'fair social change'. The manager's work is seen as a combination of two principles: care and order. While an external coach can focus fully on people and their needs, the challenge for the manager lies in the art of coordinating the two elements.

In this chapter, we exclusively describe coaching activities that managers can integrate into their activities and recurring interactions between the manager and employees within the normal work process. Following the approach of Haberleitner et al. (2009), we present the following characteristics of coaching:

1. Coaching is a tool of leaders for the personal development of human capital in the workplace.
2. Coaching initiates the development of the human capital personality. The employee's maturity is considered the maturity for the performance of tasks (abilities, skills) and mental maturity (self-confidence, courage, motivation, sense of action, willingness to take responsibility) for the job.

3. Coaching is intended to achieve permanent improvement in work results.
4. Coaching is a confidential process between a superior and an employee in order to improve the latter. The cooperation between the manager (the coach) and the employee is characterised by a sequence of many partial coaching processes without a time limit. The final stage of human capital development is not known in advance, either.
5. Coaching requires from the leader both social and personal competencies, knowledge of effective coaching interviews and a certain degree of competence to perform work tasks. Only then it is possible to detect deficits in time and create a programme to improve performance.
6. By coaching, the worker becomes the person involved.
7. Coaching is a process of co-development between a superior and an employee and cannot be ordered.

The manager today, according to Haberleitner et al. (2009), must:

- recognise and develop human capital skills
- help employees make optimal use of their full potential
- learn to differentiate in order to recognise a particular degree of maturity of the employee and thus to adapt their behaviour
- base on the individual status of each employee.

According to Rosinski (2003), the skills of managers also include the interest in achieving growth and creative thinking, and the ability to seize opportunities. According to him, managers should be catalysts for change, and they should make people responsible, strengthen their powers, act strategically, and show interest and determination to work in a team and lead it.

The role of the manager as a coach must be integrated with two others: leadership and management. According to Benkovič (2008), an effective manager performs three roles:

1. A leader who primarily sets the direction for, excites and motivates others.
2. A manager.
3. A coach who takes care of human capital development.

However, the basic attitudes of coaching are not compatible with an authoritarian or liberal leadership style. Coaching is not about the manager deciding between strict rigour or unfettered freedom. It depends on setting clear conditions, requirements and qualified support to enable these requirements to be met. The change in managerial approaches must be dealt with the particular caution, precision, and, above all, so that managers begin to consider the need to acquire coaching skills for themselves. We first explained the importance of the coaching approach. It is now important to realise that if managers want to achieve positive results for an organisation, they need to develop these skills. With their approach, they will help to build a corporate coaching culture and thus transform the organisation into a learning organisation (Birknerová and Timková 2019).

Managers need to realise how such an approach will help them and make their job easier. Managers have the same needs and represent the same human capital for companies as their subordinates. In addition, however, they lead a group of people – their team. Therefore, their requirements and the benefits for them must be satisfied first. Efforts to make greater use of the potential of coaching have led many to start using coaching, even those who were not yet sufficiently prepared for it (Whitmore 2017).

These managers (coaches) often did not understand or had not sufficiently mastered, the psychological principles on which coaching is based. And so, while using questions, they 'prescribed' individual steps to the coached person, but this did not achieve the expected result.

To support the coaching approach, it is helpful if the manager coaches not only the employee individually but also the employees as team members. This will enhance individual coaching conversations and support effectiveness and work performance through team coaching. The manager should be aware that the higher the level of individual and collective consciousness, the better the performance is achieved.

According to Mohauptová (2013), team coaching is primarily intended for work teams that participate in joint projects but also for start-up groups. It is mostly of a formal nature and is usually used with the intention of achieving work goals, increasing the effectiveness of cooperation and deepening interpersonal relationships.

Although the number of participants is not strictly limited, due to the complexity of the technique itself, the number of coached people should not exceed six. During the group session, a common goal is set in advance, but it is possible that during the session, the individual goals that people set themselves before the meeting will also be met.

Team coaching is also often used to relieve tension and stress in the work environment or to lead people towards independence and responsibility. This method is worth using, for example, if the group has a problem in co-ordinating specific team tasks or if it is necessary to solve a problem within the group in an effort to improve the efficiency of communication or relationships between co-workers (Jakubeczová 2015).

The first requirement for the manager-coach is a complete understanding of the stages that the team goes through in its development (Whitmore 2017). This will help them to stimulate and speed up the process considerably. If we consider the ideal level of development of a team to be 'cooperation', we must necessarily be aware of the previous stages.

Team development stage	Characteristic properties		Maslow's hierarchy of needs
COOPERATION (functioning) (setting norms)	Mutual interdependence	An effort to achieve common goals	Self-actualisation
ASSERTION (confrontation)	Independence	An effort to assert oneself, competing within the team	Self-esteem, respect from other people
INCLUSION (formation)	Dependence	Concentration on oneself	Love and belonging

Table 3-1 Characteristics of team development stages (Adapted from Whitmore 2017)

Table 3-1 contains terms used in connection with team development and some important characteristics distinguishing teams at different stages of development. If the team is at the cooperation stage and one of the members is unhappy, the others will help them. If the same happens during the assertion stage, others may inconspicuously celebrate a competitor's failure (Whitmore 2017). At the inclusion stage, there will be almost no one in the group who notices what has happened or who is interested at all. If the team is in the cooperation phase and one of the team members triumphs, the others will celebrate. They will rather be quietly envious at the assertion phase, and they might feel threatened at the inclusion stage. So, how can coaching support or speed up this process? Achieving top

performance is now more demanding than ever before. Whitmore (2017) gives reasons for this:

1. People do not work in stable groups. New teams are constantly being formed, or their composition is changing.
2. Some teams are made up of people living in different countries. Contacts between members of such teams are less frequent and more problematic.
3. The time available to teams to assemble, form and perform what is expected of them is constantly shortening.
4. The problems that need to be solved are becoming increasingly complex.
5. People can collaborate and achieve their goals even if they are not members of the team.

Today, the team creates a vision, constantly learns, measures results and creates decision-making frameworks. According to Atkinson and Chois (2012), in high-performance teams, we can find:

1. Team charter: Clear purpose, shared goals and actions, vision, mission, values, and basic rules.
2. Dialogue: Communication in several areas about earlier arrangements and new thoughts and feelings. All team members are involved.
3. Working procedures: Meetings are effectively managed.
4. Creativity: Encouragement, flexibility, adaptability and the joy of work.
5. Celebrating diversity: The strengths of individual team members are optimised, and different views are accepted, acknowledged and respected.

With coaching questions, the manager can help the team find its own rules to agree on and which the team will respect in the future.

3.2 Benefits of the coaching approach in managerial work

Investments in coaching are proving more appropriate than traditional bonuses and salary increases because they are not just short-term and can improve the behaviour of human resources (WorldatWork 2008).

We perceive the benefits of coaching mainly at the level of thinking about coached subordinates, which brings a change in the approach to

fulfilling tasks and work as such. This shift in thinking evokes leadership skills in coached employees, which is reflected, for example, in the development of their potential, reducing work confusion or increasing labour productivity.

The confidence that they have gained through the coaching approach means that employees are no longer afraid to work independently or to approach tasks differently than before – and so they begin to discover unconventional solutions, take responsibility, and find that work starts to make them happy. By being actively involved in solving the company's goals, the goals become the task of not only management but also the employees, who take them as their own goals (Chovanec 2011).

In the created environment of trusting in their abilities, employees become internally committed to the fulfilment of set goals because they have become their co-creators (they do not want to disappoint themselves or those who trust them).

"If the team manager combines leadership skills with the ability to coach, the results are not long in coming. It is very likely that his/her team will achieve the best results in the long run, and people will be highly committed and loyal to it" (Giertlová 2004). When managers integrate coaching with all basic approaches and attitudes into their work, in addition to the intended development of human resources, there are also impacts on other aspects of their work. Although they will continue to organise, make decisions, give guidance, control, evaluate, etc., the range of coaching applications will continue to expand and have a greater effect. This will eliminate the manager's need to give instructions and control. Thanks to improved workplace relations, this control will be replaced by trust. As a result of growing mutual trust and confidence in the abilities of employees, their competence to solve problems will increase and they will need less and less help from the manager. Increasing mutual acceptance will eliminate barriers and increase motivation (Haberleitner et al. 2009). The main practical benefits that coaching brings to managers are summarised by Stacke (2005) in the following points:

- They are able to manage their co-workers better and more precisely.
- They have success in managing projects within their team.
- They have the necessary motivation and autonomy to make any changes required by the company.
- They have adopted an attitude of truth and know themselves better.
- They gain reactivity, motivation, joy and energy savings.
- They gain a high degree of efficiency.

- They will reduce the number of problems in their team and learn to delegate tasks.

Coaching is also greatly beneficial to the company as a whole. Burger (1999) summarises this contribution in the following ways:

- utilisation of the potential of human resources, which the superior and the coached person will learn about during the coaching sessions
- independence of human resources, who do not need to be told what to do but what to achieve
- autonomy in managerial positions and not hierarchical dependence on the boss (such dependence may endanger the company)
- a manager's responsibility for themselves and for their own development
- coached people enrich themselves with their own way of thinking and create their own models of thinking – so they become more capable managers and employees
- coaching is a self-replicating method: if introduced from higher positions, it will not become a working method in the company structure, nor will it affect the corporate culture in the desired way
- coaching allows for evaluating the potential of human resources by a superior (not on paper, but from the coach's own experience) and it allows the assessment of internal human resources for further use
- if coaching is introduced as a corporate method, it can become part of a corporate human resources development system
- a superior using the coaching method thus establishes their own management school.

Landsberg (2003) says that if managers invest 10 minutes in coaching, they will save an hour. This statement may seem exaggerated at first, but other studies suggest that if an employee wants to be coached and if the manager uses a coaching approach in the true sense of the word and has experience of being coached, the results will not be long in coming. Maybe the initial investment might seem too high, whether in terms of finances or time. However, coaching is one of the most effective methods of developing management in terms of results and return on investment (ROI).

The ICF's Global Coaching Client Study (2009) shows that the median return on coaching is 700%. Participants in this study, who were able to calculate ROI (68% at the individual level, 86% at the company level),

stated that their ROI was at least 100%. The majority of clients (82.7%) rated being very satisfied with their experience of coaching. Almost all coached people (96.2%) stated that they would definitely use coaching again under the same conditions (ICF 2009).

According to Suchý and Náhlovský (2007), employees, including coached managers and coached subordinates, can be categorised into four groups. Specifically, these relate to people who achieve:

1. Very modest progress: Coached people do not change; at most, they are enriched with new knowledge, and they have a better overview and slightly better habits. They consider coaching as a form of relaxation but not as an incentive for a significant change or more intensive work on themselves. The improvement is around 5–10%.
2. Moderate progress: Coached people have gained a broader perspective, an overview of a wide range of ways and principles of action, and they display small changes in their actions. The improvement here is 10–20%.
3. Substantial progress: Change is seen in the coached person. They are more open and have a more positive attitude, a wider perspective and significantly better ways of acting. Their improvement is about 25–50%.
4. Significant progress: This category includes those who have taken coaching seriously and started working actively on themselves. They began to realise their potential. Their improvement and development reach more than 50%.

The progress achieved can be assessed by a combination of the self-evaluation of the coached person, the coach's evaluation and the superior's evaluation. The ICF (2011) also presents the 10 benefits of coaching for the company, based on its Global Coaching Client Study as follows:

1. Coaching helps to meet business goals: The manager who coaches works together with subordinates to identify and clarify the company's key business goals. Coaching helps to find effective strategies to achieve these goals.
2. Coaching increases creativity: Subordinates are encouraged to come up with new ideas and alternative solutions to different situations.
3. Coaching helps to manage changes that are important for the company's growth: With the help of coaching, employees are able

to evaluate current needs, opportunities and problems and at the same time, look for changes that result from current situations.

4. Coaching increases productivity and efficiency: Coaching teaches people to see their own potential and opportunities to make their job more productive.

5. Coaching develops communication skills: Thanks to the development of communication skills, coached people learn to express themselves better, begin to feel confident and can make decisions faster.

6. Coaching helps to attract and retain talent: Investment in development has a great impact, especially for talented employees, who perceive both the possibilities afforded by a coaching approach and working with a coach as being great support from the company. They feel valued and their development is taken seriously.

7. Coaching helps to balance private and professional lives: coaching helps, among other benefits, the coached persons to find reserves in their personal time planning. An employee who has a more time-organised life is happier and more productive.

8. Coaching helps employees to be more satisfied: This is proved by the fact that most people who have been coached want to do it again.

9. Coaching helps companies to maintain success even in difficult times: At all times, coaching brings better company performance, product quality and ethics.

10. Coaching increases self-confidence: most companies that have experienced layoffs, restructuring, mergers, etc., states that it was coaching that helped them restore and increase self-confidence among employees.

The benefits of coaching are undeniable and coaching skills are becoming an essential tool for people in leadership positions. However, coaching is far from just a tool for managers to plan, assign tasks, delegate or resolve conflicts. In particular, coaching requires and evokes a different, more positive approach to human resources than we are used to in many cases (Whitmore 2017). Using coaching, we influence:

- performance and competitiveness of the company
- corporate philosophy and culture, and the atmosphere in the company and in the workplace
- strategic vision, goals and mission of the company

- human resources management and fulfilment of the most important tasks of this department's work
- thinking about human resources and their attitudes (internal relationships to something, someone, oneself)
- potential of managers and employees of the company and the competitive advantage of the organisation
- meeting goals, implementing desired changes more quickly and permanently with a greater degree of autonomy, and taking responsibility and initiative
- competencies of managers and employees of the company
- leadership and negotiation skills
- emotional intelligence as a prerequisite for leading people and their development (self-control, empathy, self-awareness, motivation, social skills)
- self-knowledge, self-control, self-evaluation, self-organisation, self-development and self-confidence
- inspiration, a creative approach, creativity and the innovative potential of the company
- new knowledge, findings, skills and experience
- positive attitudes of each (leading) worker towards themselves, their co-workers and the company
- prioritisation (ability to distinguish and set priorities)
- motivation and proactivity to change what we can influence
- communication and relationships with oneself and others
- willingness to agree and to comply with rules and boundaries
- cooperation and exchange of knowledge and experience
- responsibility for one's own decisions, results and relationships
- a strong will and conviction to do something on time and as required
- human character, and one's basic values, beliefs and paradigms
- the future of human resources and their success and satisfaction in life.

Performance coaching, as stated by Čihounková and Šustrová (2009), is no longer focused only on the consulting process, but within companies, it is integrated into the process of management and work with human resources. The aim of this method is to increase employee performance. This process can be continued for a long period, which is why it is so effective and widely used, mainly because the longer the coaching is continued, the better the results. The frequency of coaching varies depending on the form and method of its use. While group sessions are

usually irregular, and more likely to take place when acute problems arise, individual coaching sessions are usually planned in advance and their frequency is initially higher and decreases over time, while self-coaching can take place virtually all the time.

The total session duration greatly depends on the client, how much they are willing to deal with other contexts that appear during coaching, and not only the current phase but also the coach's available time. Due to the considerable cost involved, coaching is also limited by the financial capabilities of individual clients. It is standard that the length of the session is agreed upon in advance.

With the right application of coaching, many positives can be gained. First, however, it is necessary to realise that coaching is a long-term process and does not represent an immediate solution to a current problem. Coaching requires a large initial investment, which is expensive and time-consuming, but over time it can pay off many times over. According to Whitmore (2017), the main benefits of coaching include:

- higher performance and productivity
- personality development
- better interpersonal relationships due to better communication between individuals in the group
- higher quality of life, as coaching can improve the atmosphere in the workplace
- more effective ability to learn
- more time for managers, who no longer have to control their subordinates so much
- creation of new ideas, as coached people do not have to worry about ridicule, as they know that their opinion matters
- the possibility to make better use of human resources
- discovery of the hidden potential of subordinates
- motivation to perform better
- feedback is more effective
- greater efficiency and adaptability to change
- the culture of society will change significantly due to coaching
- coaching brings new attitudes and behaviour that also help coached people in their personal life.

In order for the whole coaching process to bring benefits to employees and also to the organisation they work for, it is very important that these benefits are regularly measured. In practice, there is no unified procedure for all organisations. The most used methods for measuring the success of

the coaching process include, as stated by Somers (2007): internal evaluation, pre/post-coaching analysis, 360-degree feedback, employee feedback and feedback from line managers. Companies also commonly use a combination of these methods.

If managers want to coach and achieve the desired results connected to coaching, they must suppress any distrust of people and their lack of abilities, as well as the lack of their own abilities, alongside abandoning old practices in order to free themselves from complicated ways of thinking. In this way, they will be able to achieve the development of their subordinates in a friendly way and contribute to the prosperity of the company.

Through the previous three chapters, we have provided theoretical knowledge about the development and training of human capital, as well as one of the methods of training: coaching. We pointed out the importance of knowing individuals, knowing their development needs and choosing the most appropriate method of training for them. Chapter 4, titled "The assessment of coaching", presents a research project that was carried out using this knowledge.

4

THE ASSESSMENT OF COACHING

The research project presented here is based on theoretical knowledge given in the three previous chapters. The results were obtained by processing the data from questionnaires and by subjective respondents' assessments.

4.1 The research aim

The aim of the research project was to enrich knowledge in the area of training, corporate training and the development of human capital. The goal was also to identify and specify the connections between managers' personality types and the assessment of coaching. From a methodological point of view, the aim was to verify the original method of exploring coaching assessment.

4.2 Research methodology

The data were obtained using the questionnaire method. In the research, several methodologies were used:

- AC-BEC: the assessment of coaching from the point of view of behaviour, emotions and cognitions
- MBTI: Myers–Briggs Type Indicator

The methodologies can be characterised in more detail as follows:

1. AC-BEC (Birknerová, Frankovský 2019): This is a coaching assessment from the perspective of behaviour, emotions and cognitions (appendix 1). It is a new method verified within the research project. The methodology consists of 23 statements related to the assessment of coaching. Each statement has six possible responses according to the degree of identification and agreement with it (i.e. definitely no, no, rather no than yes, rather yes than no,

yes, definitely yes). The following statement is provided as an example: "Coaching enabled me to try new or different ways of doing things at work". When searching and evaluating connections and differences between coaching assessment and its three attributes, the lowest value of 1 means that the coached person disagrees with the statement. Conversely, the value of 6 reflects the maximum agreement possible.

2. MBTI as described by Čakrt (2004) and Crkalová and Riethof (2012) (appendix 2): The methodology through which personality types were determined consists of 56 statements. Each statement has two possible answers: a or b. Within each statement and its two possible answers, the respondent awards up to 5 points according to how much they agree/disagree with the statement. If they are in good agreement with it, without any objections, they give 5 points to it, whereas a negative agreement gets 0 points. The points within a statement and its answers can be given in various combinations, while the sum of points must be always 5. As an example, we present the following statement with two possible answers: "In the company of other people, you rather":
a. … initiate a conversation by yourself
b. … leave the initiative to the others

The 56 statements were evaluated by transferring the points into a line according to the following key and their subsequent addition:

- Score for I: 2a, 5a, 9b, 13a, 17b, 21b, 26b, 29b, 33a, 37b, 43a, 45b, 49a, 54b.
- Score for E: 2b, 5b, 9a, 13b, 17a, 21a, 26a, 29a, 33b, 37a, 43b, 45a, 49b, 54a.
- Score for S: 1b, 6b, 10a, 14a, 18b, 22a, 25a, 30b, 34a, 38a, 42a, 47a, 50a, 51a.
- Score for N: 1a, 6a, 10b, 14b, 18a, 22b, 25b, 30a, 34b, 38b, 42b, 47b, 50b, 51b.
- Score for T: 3a, 7B, 11b, 15a, 19a, 24a, 27a, 32a, 35a, 40a, 41a, 48a, 52a, 56b.
- Score for F: 3b, 7a, 11a, 15b, 19b, 24b, 27b, 32b, 35b, 40b, 41b, 48b, 52b, 56a.
- Score for J: 4a, 8a, 12a, 16a, 20a, 23a, 28a, 31a, 36a, 39b, 44b, 46a, 53b, 55a.
- Score for P: 4b, 8b, 12b, 16b, 20b, 23b, 28b, 31b, 36b, 39a, 44a, 46b, 53a, 55b.

According to the line in which the respondent achieved the highest number of points within the pairs I or E, S or N, T or F, and J or P, then this letter serves to identify the personality type. The result is the combination of four letters that represents the personality type of the monitored respondent.

4.3 The research sample

The research sample for the questionnaire was selected by managers from different work areas. The aim was to characterise the connections between the assessment of coaching and the personality type and to identify any change in a personality over the course of coaching. The sample was divided into three groups: those who had work meetings without any coaching elements, anonymous coached respondents and named coached respondents.

Questionnaires (see appendix 1, 2) were sent to the people having meetings without coaching elements through the SurveyMonkey website. The people who had some coaching elements at their meetings were given a number under which they completed their questionnaire. The named coached people completed their questionnaires after the first coaching session and then again after six months.

We addressed 298 managers, of which 175 had meetings without a coaching approach. Of 123 respondents, 7 completed the questionnaire using their names. A total of 185 women and 113 men aged from 20 to 58 took part in the research. The average age was 31.2 (standard deviation = 5.2). Out of all respondents, 70 had received only a secondary education and 228 had received a university education.

4.4 Research results

In the following section, the results from the conducted research project are described.

4.4.1 Attributes of coaching assessment

Using factor analysis and the method of Principal Component with Varimax rotation, we extracted three coaching assessment factors, which we subsequently named and defined as follows:

- F1: BEHAVIOUR. This factor comprises 10 items and is focused on using experience from coaching. The content context is related to the understanding of one's responsibility for oneself and one's own life, finding answers in life, thinking about one's behaviour and activities, achieving perspective on oneself, getting on better with people, developing empathy, using experience from coaching and its influence on privacy, changing behaviour, and overcoming oneself.
- F2: EMOTIONS. This factor relates to how individuals feel about their coaching experience. It focuses on the state of the relationship between a coach and a coached person, whether individuals are full of expectations before coaching and are looking forward to it, on balance and relaxation during a coaching session and positive mood after a session. It also focuses on whether they like to work on themselves through coaching and perceive it as a way that helps them to work more effectively. This factor comprises eight items.
- F3: COGNITIONS. This factor comprises five items. They identify the individual's willingness to try new or different ways of doing things, develop potential, do things more effectively, change the standard and routine working procedures, and achieve better results at work.

The extracted factors explain 66.22% of the variance (Table 4-1). This value of the variance is acceptable; therefore, adding other factors that would increase the variance would be inappropriate and, at the same time, other factors could not be meaningfully specified in terms of the content.

Items in questionnaire	Factors		
	Behaviour	Emotions	Cognitions
Coaching enabled me to try new or different ways of doing things at work			0.794
Coaching helped me to develop my potential			0.762
Based on coaching, I think about how things could be done more effectively			0.780
Thanks to coaching, I change my standard and routine working procedures			0.851
Coaching enabled me to achieve better results at work			0.656
I also use experience from coaching in my personal life	0.703		
In coaching, I realise my own responsibility for myself and my life	0.663		
Coaching helped me to find answers to my questions	0.755		
Coaching helped me to think about my behaviour, activities, etc.	0.792		
Coaching enabled me to acquire my own view of myself	0.893		
Coaching helps me to get along better with people	0.842		
Coaching sessions also affected my privacy	0.795		
Coaching helped me to change my behaviour	0.863		
I have overcome myself with the help of coaching	0.874		

Coaching helped me to develop empathy	0.819		
I realise that coaching is a way that helps to work more effectively		0.778	
I enjoy the relationship between me and the coach		0.819	
Coaching sessions cause the balance in me		0.877	
I am relaxed during coaching		0.847	
Before coaching, I am full of expectations		0.728	
I am looking forward to coaching sessions		0.842	
After a coaching session, I am in a good mood		0.898	
I like to work on myself through coaching		0.814	
Eigenvalue	6.301	5.282	5.957
% Variance	27.398	22.966	15.858
Cumulative %	27.398	50.364	66.222

Table 4-1 Composition of extracted factors by individual items (AC-BEC methodology)

It was possible to specify the extracted factors in terms of content clearly. This structure of factors is also proved by the result of the Scree plot method (Figure 4-1). In addition, it is confirmed by the high values of Cronbach's Alpha coefficient, indicating that the internal composition of the elements comprising the specified factor is within the acceptable range (Table 4-2, Table 4-3, and Table 4-4).
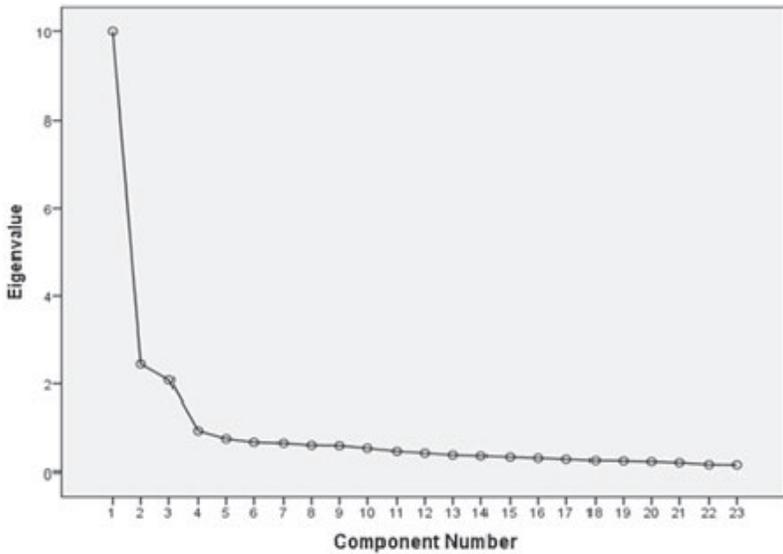
Figure 4-1 Factors identified through the Scree plot method

Items	Cronbach's Alpha values
I also use experience from coaching in my personal life	0.938
In coaching, I realise my own responsibility for myself and my life	0.939
Coaching helped me to find answers to my questions	0.933
Coaching helped me to think about my behaviour, activities etc.	0.932
Coaching enabled me to acquire my own view of myself	0.928
Coaching helps me to get along better with people	0.929
Coaching sessions affected also my privacy	0.936
Coaching helped me to change my behaviour	0.932

I have overcome myself with the help of coaching	0.931
Coaching helped me to develop empathy	0.934
Cronbach's Alpha for the Behaviour factor is **0.940**	

Table 4-2 Cronbach's Alpha values for the Behaviour factor

Items	Cronbach's Alpha values
I realise that coaching is a way that helps to work more effectively	0.923
I enjoy the relationship between me and the coach	0.920
Coaching sessions cause the balance in me	0.918
I am relaxed during coaching	0.927
Before coaching, I am full of expectations	0.926
I am looking forward to coaching sessions	0.915
After a coaching session, I am in a good mood	0.918
I like to work on myself through coaching	0.917
Cronbach's Alpha for the Emotions factor is **0.931**	

Table 4-3 Cronbach's Alpha values for the Emotions factor

Items	Cronbach's Alpha values
Coaching enabled me to try new or different ways of doing things at work	0.769
Coaching helped me to develop my potential	0.755
Based on coaching, I think about how things could be done more effectively	0.788
Thanks to coaching, I change my standard and routine working procedures	0.799
Coaching enabled me to achieve better results at work	0.802
Cronbach's Alpha for the Cognitions factor is **0.818**	

Table 4-4 Cronbach's Alpha values for the Cognitions factor

The structure of this coaching assessment created by three factors is identical to the three-part model of attitudes mentioned by Fedorko and Tutokyová (2014). This model is described in section 2.3 of this book.

The extracted factors – Behaviour, Emotions and Cognitions – confirmed that it is possible to classify the attributes of the assessment of coaching.

4.4.2 Differences and connections in assessing coaching attributes

Different assessments of coaching attributes by the respondents were determined using a non-parametric Friedman test for dependent samples, the results of which were statistically significant. In assessing the perception of the three factors – Behaviour, Emotions and Cognitions – low values indicate a low level of identification (agreement), whereas high values represent a high level. We examined the assessment of coaching by analysing three attributes, where we found the highest value of the agreement for the Cognitions factor and the lowest degree of agreement for the Behaviour factor.

Using the Friedman test, we found that the respondents want to try new things at work, develop themselves, do things more effectively, achieve better results and change the standard working procedures. A coaching

session arouses a positive emotion in the coached people but to a lower extent than the Cognitions factor. The lowest values, but still positive, were achieved by the Behaviour factor, which tells whether the respondents use their coaching experience and whether they have changed as a result. Although the Behaviour factor shows the lowest values, i.e. the lowest degree of agreement, its assessment is still positive, at least compared with other factors (Table 4-5, Figure 4-2).

Factor	Median	Significance
Behaviour	4.00	
Emotions	4.50	0.000
Cognitions	5.40	

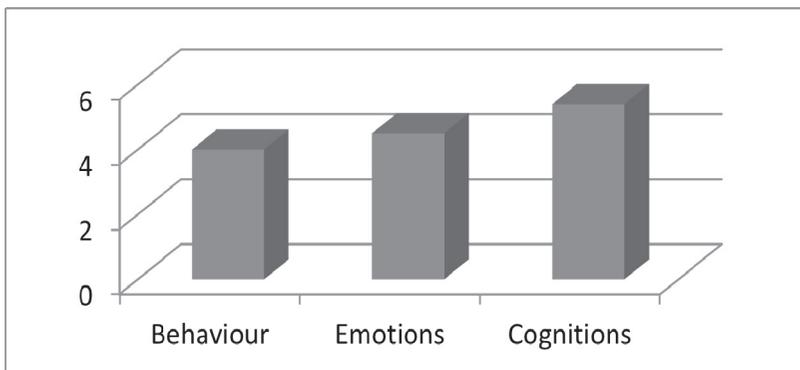**Table 4-5 Different assessment of extracted coaching factors**

Figure 4-2 Different assessments of the extracted coaching factors

Looking for connections in assessing coaching attributes by the respondents, a positive correlation was found among all extracted factors. This finding indicates that if the respondents positively assess one coaching attribute, they will also have a positive approach to the other two. If they have, e.g., a positive emotion related to coaching, their behaviour would also be positive alongside their assessment of the Cognitions factor. This claim is proved by the values in Table 4-6, which show the results of Spearman's correlation coefficient and the statistical significance.

Factors	Emotions	Behaviour
Cognitions	0.368** 0.000	0.342** 0.000
Emotions		0.599** 0.000
** statistical significance at the level of 0.01		

Table 4-6 Intercorrelations of the extracted factors

By the above-mentioned findings, we have confirmed the existence of connections in assessing coaching attributes by the respondents.

4.4.3 Attributes of coaching assessment and the age of the respondents

The research also aimed to examine whether there is a connection between the attributes of coaching assessment and the respondent's age. The analysis results showed a statistically significant correlation only in one of the three factors, i.e. Emotions. Using Spearman's correlation, we have found that the coaching assessment for the Emotions factor decreased as the age of the respondent increased. This means that the positive emotion from a coaching session decreases with increasing age. Table 4-7 presents the values of Spearman's correlation coefficient and the statistical significance.

Factors	Cognitions	Emotions	Behaviour
Age	0.085 0.424	-0.213** 0.004	0.057 0.589
** statistical significance at the level of 0.01			

Table 4-7 Assessing the perception of coaching factors and the age of respondents

Through this, the existence of a connection between the Emotions factor from coaching and the respondents' age was found.

4.4.4 Attributes of coaching assessment by men and women

Through the research, we aimed to discover whether there are differences between men and women in assessing coaching attributes. To verify this, we used the U-test to compare the differences between men and women and their assessments of Behaviour, Emotions and Cognitions. The results are shown in Table 4-8 and Figure 4-3.

Factors	Men	Women	U-test	Significance
	Median values			
Behaviour	3.80	4.00	4187.000	0.396
Emotions	4.63	4.50	4238.500	0.459
Cognitions	5.60	5.40	3600.500	0.015

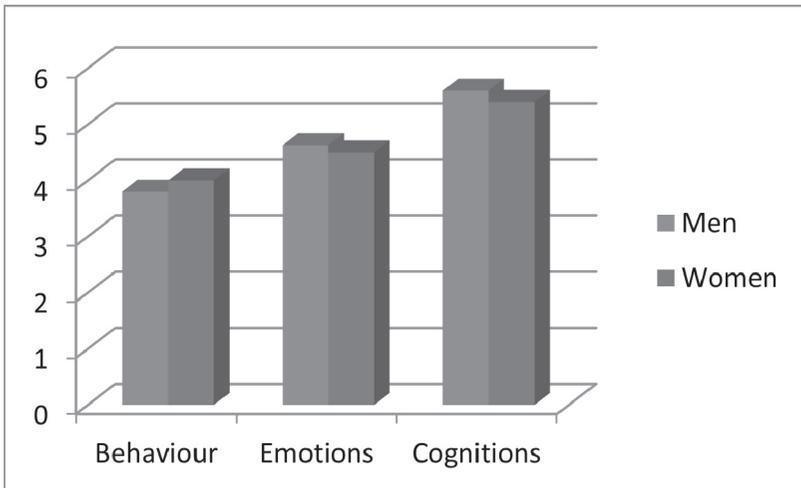**Table 4-8 Differences between men and women in assessing coaching factors**

Figure 4-3 Differences between men and women in assessing coaching factors

These results were only proved for the Cognitions factor, where men showed higher scores than women, which suggests that men are more open to changes and they want to work on themselves more and achieve better

results compared to women. In the other two factors – Emotions and Behaviour – statistically significant differences were not identified. The differences between the assessment by men and women were identified only for the Cognitions factor.

4.4.5 Attributes of assessing coaching and the number of years worked for a company

In the search for the connections between the number of years the respondents worked for a company and the assessment of coaching, Spearman's correlation coefficient was used. A positive correlation was identified in one of the extracted factors: Emotions (Table 4-9). The following table presents the values of Spearman's coefficient and the statistical significance.

Factors	Cognitions	Emotions	Behaviour
Worked time	0.125 0.125	-0.195* 0.010	0.099 0.247
* statistical significance at the level of 0.05			

Table 4-9 Attributes of coaching assessment and the respondents' number of years worked for a company

Based on the results, we can state that the longer the respondents work for a company, the more positive emotions from the coaching session decrease. This means that there is a decrease in expectations from a coaching session and a positive attitude along with decreases in perceiving coaching as a way of working more effectively and enjoyment from this cooperation.

4.4.6 Assessment of coaching by the coached and non-coached respondents

The research also aimed to determine whether the coached and non-coached respondents assess coaching/working sessions differently. This difference was manifested in the Emotions factor, which shows that respondents who have working meetings with the use of coaching elements assess this meeting more positively than respondents who have working meetings without coaching (Table 4-10, Figure 4-4).

Factors	Coached respondents	Non-coached respondents	U-test	Significance
	Median values			
Behaviour	3.70	4.00	3162.500	0.325
Emotions	4.75	4.50	2862.500	0.045
Cognitions	5.20	5.40	3043.500	0.175

Table 4-10 Assessment of coaching by the coached respondents and non-coached respondents
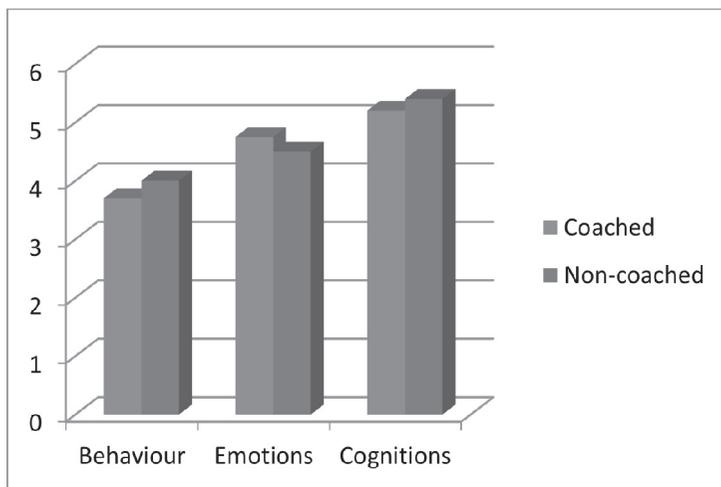

Figure 4-4 Assessment of coaching by the coached respondents and non-coached respondents

The respondents who were coached assessed working meetings more positively than those who were not coached. Other attributes of coaching assessment – Behaviour and Cognitions – by both sets of respondents did not show a statistically significant correlation.

4.4.7 Differences between personality types
and the assessment of coaching

Within all respondents, when determining their personality type using the MBTI questionnaire, we obtained a sample of 12 personality types. In the group of respondents, no one belonged to any of the following four personality types: ISTP, ESFP, INFP and INTP. Therefore, no attention was paid to these four personality types in the research.

In monitoring personality and coaching assessment, we were analysing whether different personality types assess coaching differently. The differences were identified using the Kruskal–Wallis test, where the statistically significant difference among individual personality types and coaching attributes was manifested in the Cognitions and Behaviour factors (Table 4-11).

		Behaviour	**Emotions**	**Cognitions**
MBTI	**Kruskal–Wallis test**	21.644	14.084	22.000
	Statistical significance	0.022	0.248	0.020
* statistical significance at the level of 0.05				

Table 4-11 Differences between personality types and the assessment of coaching

The differences in the assessment of individual personality types and coaching attributes are shown in Table 4-12 and Figure 4-5, where high average values mean a high degree of identification with coaching factors and, conversely, low values mean a low degree of identification. The maximum degree of identification for the Cognitions factor was shown equally by three types of respondents, i.e. within the ENTJ, ENTP and INTJ types. These three types of respondents have the same pair of letters (N and T) that is assigned to rationalists in the literature. In terms of coaching, these three types want to develop their potential, achieve better results, try new and more effective ways of doing things, and change the usual practices the most out of all the types.

For the Emotions factor, the maximum value, although statistically insignificant, was identified by the ENFJ type and, as Crkalová and Riethof (2012) report, friendly relationships with other people, whose needs are always considered first, are important for this type. They need to know what they will gain for themselves and for other people by learning. It is characteristic of the Emotions factor that the coached person enjoys the relationship with their coach, a session evokes balance, relief and a positive mood, and before coaching, they are full of expectations and looking forward to it. The coached persons like to work on themselves through coaching and perceives it as a way of working more effectively.

The ISFP type achieved the highest score for the Behaviour factor. This type of person is most aware of their own responsibility for themselves, thinks about their behaviour, uses the experience from coaching, changes their behaviour and overcomes themselves in this way. This type is characterised by Crkalová and Riethof (2012) as needing a supportive and empathic coach. This type of person also needs to work individually, gradually, or in small groups with similar people. Finally, they require praise and positive feedback, especially in new and risky activities.

The lowest values in all three coaching assessment factors – Behaviour, Emotions and Cognitions – were indicated within the ESTP type. This type of person is described by Crkalová and Riethof (2012) as an explorer who needs to utilise knowledge directly in practice, and their development must quickly have an effect and benefit. The explorers may underestimate the still untested techniques and their own development needs.

Figure 4-5 The differences in coaching assessment among individual personality types

MBTI	Behaviour	Emotions	Cognitions
	Median values		
ENFJ	4.0500	4.8125	5.5000
ENFP	4.3500	4.5625	5.2000
ENTJ	4.3000	4.7500	5.6000
ENTP	3.3500	4.4375	5.6000
ESFJ	4.1000	4.6250	5.2000
ESTJ	3.9000	4.5000	5.4000
ESTP	2.5000	3.5000	4.8000
INFJ	3.7000	4.5000	5.4000
INTJ	4.4000	4.6250	5.6000
ISFJ	4.0000	4.5000	5.0000
ISFP	4.4500	4.5000	5.3000
ISTJ	4.0000	4.6250	5.4000

**Table 4-12 Differences in coaching assessment
 by individual personality types**

Based on the above findings, we suggest that there are differences between personality types and the coaching assessment factors, which was proved for Cognitions and Behaviour factors.

From the point of view of typology, we observed different coaching assessments by coached and non-coached respondents. This difference was statistically significant only for one coaching assessment factor (Emotions); specifically, the coached respondents assessed a working meeting more positively than those who were not coached (Table 4-12). This aspect has been looked at in more detail in this chapter and from the point of view of individual personality types. Given that only 23 respondents were coached, only nine different personality types were identified within this group. The respondents who attended a working meeting without coaching elements created a group with 12 different personality types. The coaching assessment for the Emotions factor by coached and non-coached respondents in relation to their type is shown in Figure 4-6.

coached respondents ▬▬▬▬▬
non-coached respondents ▬▬▬▬
Figure 4-6 Coaching assessment for the Emotions factor by coached and non-coached respondents
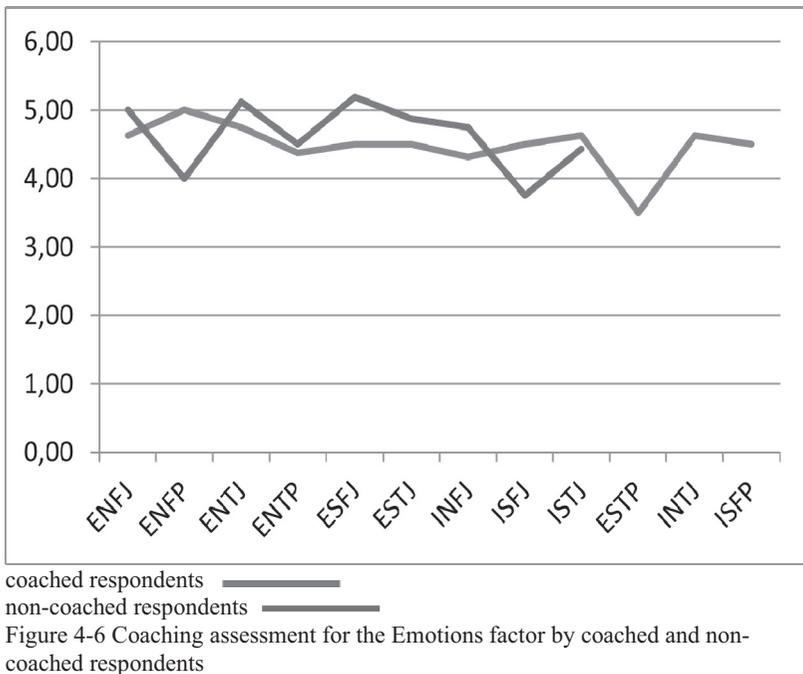
Out of the coached respondents, the ESFJ type has the most positive attitude at a coaching session. This result is closely related to its

description in the literature (e.g. Crkalová and Riethof 2012), where it is stated that this type needs space to share a positive experience and requires harmony and empathy. If a person with this personality type is part of a working meeting where the coaching elements are not used, their positive emotion decreases. The least positive emotion from a coaching session is found with the ISFJ type. This type of person needs a clear procedure and tasks. At work, this type of person has their own pace and needs more support (Crkalová and Riethof 2012). However, when using coaching elements in communication with this personality type, their positive emotion decreases.

4.5 Discussion

Data obtained using questionnaire research were analysed with the following aims: to enrich knowledge in the area of human capital development, identify and specify the connections between personality types and the assessment of coaching, to verify the original methodologies of determining coaching assessment and, following that, to specify the changes in respondents' personality in the process of coaching. Using mathematical-statistical methods, we have come to the following conclusions.

Landsberg (2003) claims that if managers invest 10 minutes in coaching, they save one hour for themselves. It might appear that the initial investment is too high in terms of finances and time, but coaching is one of the most effective methods of management development for results and returns on investment. The results of the ICF Global Coaching Client Study (2009) show that the median return of coaching is 700%.

Coaching is an appropriate managerial tool for human capital development since it is focused on awareness and activity (Emerson and Loehr 2008). Coaching can be perceived through three factors: Behaviour, Emotions and Cognitions. The highest degree of agreement by managers was identified with the Cognitions factor, which means that the respondents want to try new things at work, develop, do things more effectively, achieve better results at work and change standard work procedures. The lowest degree of agreement was found with the Behaviour factor but still with positive values. It was interesting to note that if the respondents positively assessed one coaching attribute, they also positively assessed the other two attributes.

Furthermore, it was also found that as the age of respondents increased, the positive emotion from coaching sessions decreased. Respondent age has no connection to the Cognitions and Behaviour factors

within a coaching process. Gender differences were statistically significant only for one factor, i.e. Cognitions, where men were seen to be more open to changes, want to work on themselves more and achieve better results compared with women.

From the point of view of a respondent's experience at a company, the positive emotion from a coaching session decreases as experience increases. Experience at a company had no connection to coaching assessment in the Behaviour and Cognitions factors.

The managers who had a working meeting with coaching elements assessed this meeting more positively than those who were not coached. Regarding the assessment of coaching within the Behaviour and Cognitions factors, these two groups of respondents did not show any other statistical significance. In observing managers' personalities in connection with coaching, we wanted to establish whether different types of managers assessed coaching in different ways. This was proved for the Behaviour and Cognitions factors.

As already mentioned, the difference between the coached and non-coached respondents was only seen for the Emotions factor. The coached managers assessed a coaching meeting more positively. The most positive personality type from this group of managers was the ESFJ type, while the positive mood decreased at a meeting without coaching elements.

The least positive personality type at a coaching meeting was the ISFJ type; these people have more positive emotions at a working meeting without coaching elements. In connection to the change of personality during the process of coaching, it was found that coached people become more dominant through this element of their development. By a detailed observation of the named respondents, it was found that for 6 out of 7 respondents, there was a change of one preference within MBTI typology within six months. In regard to work outcomes, for which coaching was carried out, work performance improved. By one type, this improvement was insufficient for meeting the minimal criteria defined by a company.

In relation to the obtained information, it can be noted that unlike a working meeting, where a superior gives feedback, recommendations and other clearly defined tasks, a coaching session is assessed more positively. Shaw and Linnecar (2007) believe that coaching can have a positive influence on the organisation's success as well as on the performance of individuals. Fleming and Taylor (2004) report that related to the work environment, coaching can help people to improve their performance. Coaching is key to the formation of an open and friendly organisation that can appreciate the abilities and ideas of its people and honestly tries to support the individuals.

As already mentioned, at present, coaching represents a modern method of developing human capital and the potential of individuals. Even though it can be used in any area of life, it is most frequently used in the work environment. Greene and Grant (2003) claim that coaching improves communication among employees, improves performance and decreases job fluctuation. Therefore, it is appropriate for managers to know how to coach since coaching brings advantages to employees, leading to advantages for the whole organisation.

The coaching elements used at a working meeting resulted in the development of respondents' dominance, within which they want to contribute to and participate in the results. They also became more extroverted and expressed their opinions on what is necessary as part of coaching so that the coached people could develop further. In terms of work performance, including the development of the communication skills of observed managers, which was the reason for implementing coaching and even though the sample of respondents was small, the work results improved over six months.

Communication skills can be considered essential managerial skills (Štefko et al. 2015) since obtaining relevant information is part of everyday management practice. The research has shown that managers have relatively good verbal communication skills. Therefore, it is important to extend the scope of education courses focused on learning soft skills that motivate managers and stimulate them to their performance. The market offers a number of training courses for managers operating at different levels of company management to develop their managerial skills. It is important to choose the right ones.

The results obtained in the research are the basis for proposing recommendations for the theory and practice focused on human capital development.

5

RECOMMENDATIONS FOR MANAGERIAL PRACTICE

In the previous chapter, we described the implemented research project, from which we obtained several interesting results. These results were used to propose recommendations for theory and practice.

In connection to theoretical knowledge, we suggested looking at this process of assessing coaching in detail by analysing its three attributes, namely Behaviour, Emotions and Cognitions. It is important to emphasise that it is not possible to assess these three attributes related to the selected characteristics in a complex way, but to assign importance to each one and thereby make the gained knowledge more specific. As an example, we presented one of the findings where, within the attribute of Emotions, we identified the differences in the degree of agreement between coached and non-coached respondents. For the other two attributes, no differences were identified.

When we look at the coaching assessment between coached respondents and those who were not coached in a complex way, the differences are minimal. The same is true also in seeking connections and differences in the assessment of coaching and its three attributes by individual personality types. Therefore, in processing the results, we emphasise the importance of assessing each factor separately and, within it, individually evaluating the connections that arise. Such understanding of the collected data processing becomes beneficial not only for the data processing methodology but also for practice in which we can find out which attribute of coaching the coached persons have mastered, which attribute they have to still work on and also to adapt the cooperation based on the assessment of coaching by specific personality types.

We propose to use the results obtained in connection to the development of human capital by the gradual implementation of a coaching process into teams where work meetings are organised without coaching elements. A certified coach would be responsible for this process, and they would work with managers and team leaders according

to the following procedure proposed by us. In introducing and implementing coaching as a method of human capital development, it should follow a three-part model, which defines the attributes to focus on. This three-part model is shown in Figure 5-1. Within the individual factors, we propose the tasks that are to be fulfilled by the introduction and implementation of a coaching process in a company.
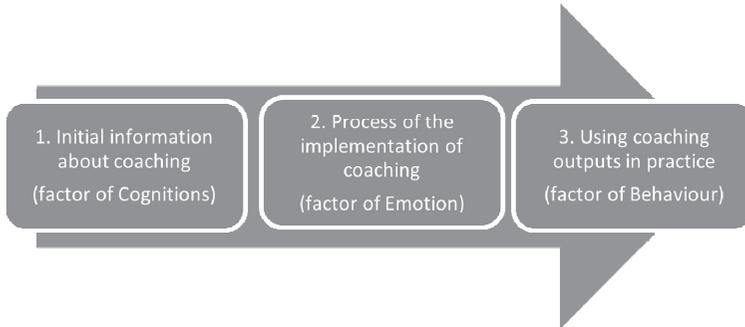

Figure 5-1 A three-part model of introducing and implementing coaching

The first part to focus on in the process of introducing coaching is the Cognitions factor. Within this, we suggest that the first step is to familiarise the management of a company with what coaching is and why it is important to use it. In this part, a coach would be assigned to the position of a trainer and they would inform everyone about this new position and also the participants at a meeting. To raise awareness about the coaching approach, we propose focusing on the following topics:

- Clarification of roles: what is coaching, advising/consultancy, therapy, mentoring and training? In this part of a meeting, a coach would stress that the given activity is not coaching yet.
- Introduction of a simple formula for coaching: PR = P – I (performance equals potential minus the influence of interferences).
- Clarification of the coaching principles: people are OK, they have all the necessary resources, there is a positive intention behind every behaviour, people make the best choices from the resources available and there is a need for change (Mikulášová 2016).
- Familiarising managers and team leaders with the structure of a coaching interview and with the 11 key competencies of a coach, as defined by the ICF (2009; 2011).

Regarding the importance of coaching, based on an analysis of the research project, we propose that a coach is able to point out the identified results, such as:

- Managers want to try new things at work, develop, do things more effectively, achieve better results and change routine working procedures. This a decisive condition for coaching so that a person will get to know and use their potential.
- The employees who have a working meeting with coaching elements assess this meeting more positively than those who are not coached.
- When monitoring the coached employees during meetings over a six-month period, the changes in their behaviour are recorded and there is a considerable increase in their dominance. There are cases of employees being monitored in detail when the non-dominant behaviour at the beginning of the cooperation has changed into a more dominant one. In other cases, the non-dominant behaviour of a coached person might decrease. The change of non-dominant behaviour to dominant behaviour in the process of coaching is very important since it encourages individuals towards participation, accepting responsibility and the tendency to express their opinions.
- The employees who were coached and monitored have improved their work performance over a period of six months.

So far, the introduction of coaching has only been on a theoretical level, so we proposed to move further into the area in which we perceive the factor of Emotion in the form of a personal experience. Every manager or team leader who already has theoretical knowledge about coaching should experience a coaching process on their own. Such coaching would take place in the entire education group in the following ways:

1. Creating atmosphere and a relationship – after providing some theoretical information, the coach will allow a short break. After this, the coach will deal with issues around: comfortable seating, making everyone feel good and identifying managers' needs before the meeting begins. The coach will also clarify that they will no longer be in the position of a supervisor but a coach.
2. Agreeing on cooperation – a coach will hand out pens and papers. Since it will be group coaching, the coached people will have to make notes on their own. The coach will ask questions to all, but

everyone will mark the answers on their own. Such coaching will last for an hour.
3. Agreeing on the aims of an interview – since all participants of the meeting are already familiarised with the theoretical knowledge of what coaching is, the coach comes up with a topic of coaching skills development for this situation. During this part, a wheel of balance will be used (Figure 5-2, into which the coached people will record all that they need to master if they want to lead a meeting with elements of coaching.
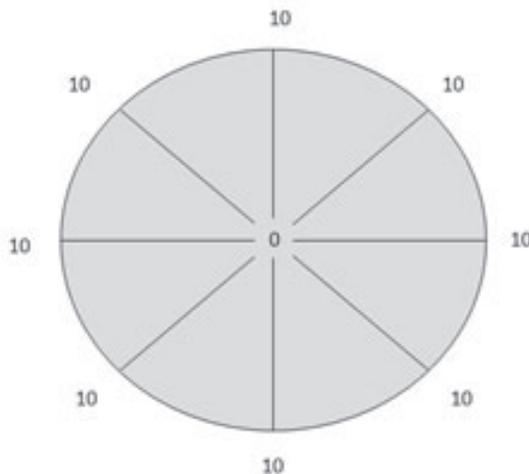
Figure 5-2 Wheel of balance for the development of coaching skills
(Adapted from Beková and Uhríková 2012)

Within each area, the coached people will determine their satisfaction with a given skill on a scale from 0 to 10, where 0 represents the least satisfaction and 10 is the most satisfaction. Subsequently, everyone chooses one skill that will have the greatest influence on their satisfaction and also positively influence other areas. The individual goals that the coached people will continue to work with during a session will be the results of this part.
4. Creating experiences and awareness – the coach works with the imaginations of coached people, asking questions focused on the future and the aim they have chosen. In this case, the questions might include: Imagine you have reached the desired state. How is it there? What has changed? How do you feel there? What are you

doing there? How does it look there? What do others say? etc. The coached people write how it is when their goals are fulfilled.

5. Identifying the routes to a goal – the coach tries to find out everything that the coached person had to do to reach their goal. The coach asks questions such as: How did you reach the goal? Which of your characteristics helped you? Who helped you with it? What did you have to start doing more? What did you stop doing?

6. Action plan – within an action plan, the coach tries to find out what the first step will be in reaching a goal and when and where it will happen. During the previous stage, the coached person will have defined the activities to help them achieve the goal. In this phase, they choose an activity by which they start to work towards that goal.

7. Identifying the significance for the future – the coach supports the selected step with the following questions: What will happen if you make the chosen step? What will be the impact of not taking this step on your goal? How will the selected step influence the development of your coaching skills?

8. Feedback – at the end, the coach establishes what was most beneficial for the coached people and where they had moved forward to by the end of the session. The coach also finds out what differences the people perceive in such a coaching session compared with a non-coaching meeting. The goal of this last part of the coaching process is also to strengthen confidence in coaching as a method of development.

For the Behaviour factor, we propose that a coach should support coached people by the implementation of the first step within the development of the coached skills in communication with their managers. The springboard for all managers and team leaders lies in the structure of a coaching interview, as suggested above, which has eight steps and the first step of the action plan that everyone has chosen during coaching through personal experience. After two weeks, the coach should meet with the coached people at individual sessions to find out how they managed to work with the first step and whether they want to continue to develop their coaching skills and use them in their work.

The aim of this project is to develop one's own coaching skills by coaching and to use them further in the development of managers. The proposed procedure of managers' and team leaders' development by a gradual implementation of a coaching process is also adapted to various types of participants' personalities.

The initial part of the session proceeds from the analysis of the real company's data, within which a coach points out the results and the significance of coaching. This information is designed especially for the personality types with the preference for thinking (T) who decide based on logical data. For personality types with the opposite preference – feeling (F) – the coaching at first-hand experience was suggested so that the acquired emotion could help them to decide in their further functioning at work. Of course, all participants will complete the process of human capital development equally, regardless of their personality preferences.

Although we did not focus on generation Z (people born between 1995 and 2020) because these people are only beginning their working lives, we propose to use a coaching approach during communications with them. Since it is a generation that longs for maximum independence and prefers individualism (HNonline.sk 2014), we perceive coaching as an appropriate tool to emphasise their uniqueness and expand their potential.

In cooperation with people from generation Z, coaches and coached people can seek the harmonising of their personal aims with the aims of a company. Since this generation does not like conflicts and a manager should not be an authority for them (HNonline.sk 2014), coaching with its partnership approach is a suitable tool for the development of the incoming generation Z.

The suggestions and recommendations presented in this chapter should contribute to human capital development in every company that decides to approach individuals in a partnership way. The proposed way of informing a company about what coaching is and how to acquire coaching skills gradually should make the whole process easier.

Conclusion

Coaching is one of the tools for a person's development and the discovery of their hidden potential. It is a tool for seeking satisfaction, motivation and effectiveness, as well as for answering questions. It is important to realise that everything people really need is hidden within themselves. Coaching helps to think beyond routine thinking, supports creativity and imagination, and leads people away from 'comfortable' thinking, where they often cannot find the way out of a vicious circle of their own limited thoughts. People often try to influence the things they cannot do anything about. They try too little to influence what is in their power … their attitudes. Coaching is a tool that allows people to change and influence what they can really change, and for changes to start happening, they have to start with themselves.

The aim of the book was to bring new knowledge in the field of managers' development based on the use of coaching, to characterise the connections between the assessment of coaching and a personality type. Following the already mentioned, the aim was also to specify the changes in the personalities of individuals in the process of using coaching. The methodological goal of the research was the verification of a new methodology for the assessment of coaching.

As part of the research, we came to several findings. We managed to identify and specify three factors of coaching - Emotions, Behaviour and Cognitions. These three attributes were analysed in relation to the perception of coaching by the respondents. The results show that in coaching, it is important to monitor and evaluate all attributes separately, and it is not possible to look at this process as a whole. Despite the general connections between the coaching assessment and personality typology, we came to the conclusion that due to the differentness and uniqueness of each personality, coaching requires an individual approach.

We also found that different personality types of managers perceive the attributes of coaching differently. In connection to the change in a managers' personality during the process of coaching, we recorded a considerable increase in dominant behaviour during the monitored period.

We proposed to use the knowledge acquired from the research on managers' development based on using coaching and from seeking connections between the assessment of coaching and personality typology

in the practice of human capital development by implementing a coaching process into society in the development of the incoming generation Z. The obtained results contribute to the theory, methodology and practice of developing human capital and coaching.

APPENDIX 1

KESK questionnaire

On a scale from 1 to 6, please indicate to what extent you are identified and agree with a given statement, where:

1 = definitely no	2 = no	3 = rather no than yes	4 = rather yes than no	5 = yes	6 = definitely yes

K1.	Coaching enabled me to try new or different ways of doing things at work	1	2	3	4	5	6
K2.	Coaching helped me to develop my potential	1	2	3	4	5	6
K3.	Based on coaching, I think about how things could be done more effectively	1	2	3	4	5	6
K4.	Thanks to coaching, I change my standard and usual work procedures	1	2	3	4	5	6
K5.	Coaching enabled me to achieve better results at work	1	2	3	4	5	6
K6.	I also use experience from coaching in my personal life	1	2	3	4	5	6
K7.	In coaching, I realise my responsibility for myself and my life	1	2	3	4	5	6
K8.	Coaching helped me to find answers to my questions	1	2	3	4	5	6
K9.	Coaching helped me to think about my behaviour, activities etc.	1	2	3	4	5	6
K10.	Coaching enabled me to acquire my own view on myself	1	2	3	4	5	6
K11.	Coaching helps me to get along better with people	1	2	3	4	5	6
K12.	Coaching sessions also affected my privacy	1	2	3	4	5	6

K13.	Coaching helped me to change my behaviour	1	2	3	4	5	6
K14.	I have overcome myself by coaching	1	2	3	4	5	6
K15.	Coaching helped me to develop empathy	1	2	3	4	5	6
K16.	I realize that coaching is a way that helps to work more effectively	1	2	3	4	5	6
K17.	I enjoy the relationship between me and the coach	1	2	3	4	5	6
K18.	Coaching sessions cause balance in me	1	2	3	4	5	6
K19.	I am relaxed during coaching	1	2	3	4	5	6
K20.	Before coaching, I am full of expectations	1	2	3	4	5	6
K21.	I am looking forward to coaching meetings	1	2	3	4	5	6
K22.	After coaching, I am in a good mood.	1	2	3	4	5	6
K23.	I like to work on myself through coaching	1	2	3	4	5	6

APPENDIX 2

MBTI questionnaire

The following statements have always two options (a or b). Divide 5 points between each pair without much thought, depending on how much you agree with the statements. If any of the options suits you without reservation, give it all 5 points, while there will be no point for the unfavourable option. Unless your attitude is so defined, you can divide the points differently, e.g., 1 point and 4 points, or 2 and 3 points. However, it is necessary to follow a rule that the sum of the points awarded must always be 5.

1. You rather:
a. … deal with a new and complicated problem
b. ... work on something you have already done before or you know from the past

2. You like to:
a. … work alone in a quiet environment
b. … be there where something is going on

3. When assessing others, you are guided by:
a. … permanent regulations, rather than immediate circumstances
b. … immediate circumstances rather than permanent regulations

4. You rather tend to choose:
a. … carefully
b. … impulsively

5. In a company, at a party etc., you usually talk to:
a. … only a few people you know very well
b. … many people, including those you do not know very well or you do not know at all

6. As a company director, you would rather welcome … from your subordinates:
a. … a report on how their department contributed to the company as a whole
b. … a report on how their development was doing itself alone

7. Assume you are a manager and you need to hire your assistant. How would you proceed?
a. … you would think about how your personalities will be matched or complement each other
b. … you would consider a concord between a job description and the candidate's skills

8. When you are working on something:
a. … you rather finish things and get to a certain conclusion
b. … you often leave the end open for potential changes

9. At parties, in a company:
a. … you usually prefer to stay longer, as you usually have better fun this way
b. … you leave as soon as possible, you stay only short so that you do not insult anybody because it exhausts you

10. You are more interested in:
a. … what was and what is
b. … what can be

11. When you listen to somebody talking about some issue, you usually try to:
a. … relate it to your own experience and compare it whether it corresponds
b. … evaluate and analyse the given information

12. When you work on something, you are rather when you:
a. … have an overview and have things under control
b. … can try different things

13. When the phone is ringing in the office or at home, you usually:
a. … consider it annoying
b. … you do not mind answering it

14. It is worse to:
A … "have one's head in the clouds"
B. … "Keep on earth"

15. In relation to others, you are rather:
a. … objective
b. … subjective

16. You are bothered more when:
a. … there are more things unfinished
b. … it is all done

17. When you call someone:
a. … you are not worried about forgetting something
b. … you will prepare what you are going to say

18. When you discuss a problem with your colleagues, it is easy for you to:
a. … see things "in a broader context"
b. … notice peculiarities and specific features of a given situation

19. Which words characterize you better? You are rather:
a. … an analytical type
b. … an empathetic type

20. Often:
a. … when you start something, you first write down everything and plan everything because you mostly hate when you must change something
b. … you do not plan anything and you leave things to develop as you gradually get to them

21. In the company of other people, you rather:
a. … start a conversation yourself
b. … you leave the initiative to others

22. When you work on a given task, you have a tendency to:
a. … a smooth and continuous work
b. … work with high energy expenditure and subsequent delay times

23. In what situation do you feel better?
a. … clear, structured, with a fixed schedule
b. … variable, unstructured, with a surprise

24. It is worse to:
a. … be unfair
b. … have no regrets

25. You would say that your strength is rather:
a. … a sense of reality
b. … imagination

26. When the phone rings:
a. … you hurry to pick it up first
b. … you hope someone else will pick it up

27. Your behaviour is led and guided more by:
a. … a head
b. … a heart

28. More admiration deserves the ability:
a. … to know things organize well in advance and be methodological
b. … of fast adaptation and coming out with what just is

29. When a new idea strikes you, you usually:
a. … become enthusiastic about it
b. … think about it a little bit longer

30. You would say that you are rather:
a. … inventive
b. … practical

31. You rather hear:
a. … a final and unchanging statement
b. … a partial and preliminary statement

32. It is a bigger mistake to be:
a. … tolerant and conciliatory
b. … uncompromising and critical

33. You are rather:
a. … a morning bird
b. … a night owl

34. In communication, you are annoyed more by people who:
a. … come up with many vaguely sketched, unprepared ideas
b. … extend the meeting with many practical details

35. When working, you rather prefer to deal with:
a. … ideas, principles, thoughts
b. … people, persons, actors

36. During the weekend, you tend to:
a. … plan what you are going to do
b. … let things evolve and decide in the course of an event

37. When communicating, you tend to:
a. … develop your thoughts as you speak
b. … speak only after careful consideration of what you want to say

38. If you read something, you usually:
a. … focus in your reflections on what is written in a given text
b. … read between lines and relate words to other themes and topics

39. When you have to decide in haste, you often:
a. … feel uncomfortable and wish to get more information
b. … are able to decide also with the data you currently have at your
disposal

40. You would rather work for an organisation where:
a. … you would work with intellectual motivation
b. … you would be interested in its aim and mission

41. What impresses you more?
a. … logical, non-contradictory thinking
b. … good, warm, harmonious relationships with people

42. In a written form, you prefer:
a. … a factual style
b. … a metaphoric style

43. A bell suddenly rings at your doors. You are rather:
a. … irritated who is coming to you again
b. … delighted that someone came to see you

44. You prefer to:
a. … let things happen themselves
b. … ensure that everything is prepared in advance

45. You are characterised rather by:
a. … momentary and superficial contacts and relationships with more people
b. … durable, strong, and long-term relationships and contacts with few people

46. You usually feel better:
a. … after a final decision
b. … when things are still open

47. You rely more on your:
a. … experience
b. … intuition and presentiment

48. You are more confident:
a. … in logical judgement – correct – incorrect
b. … in value judgement – good – wrong

49. You rather decide:
a. … after you have found out the others' opinion
b. … especially at your discretion

50. You usually prefer to:
a. … use the proven method you know
b. … invent and try how things might be done differently and in a new way

51. You rather:
a. … deal with what is
b. … think about different options

52. You conclude with a decision especially based on:
a. … factual explanation and logical analysis
b. … what you feel that is right and believe that is acceptable by humans

53. You dislike:
a. … pre-defined and scheduled things, planned in advance with binding deadlines
b. … when things are free and non-binding without a fixed time determination

54. You like to enjoy the most beautiful moments rather:
a. … with many friends, people you understand and you do not need to know for a long time
b. … with few people you know very well and for a long time

55. You have the habit of:
a. … recording important meetings and things you have to do or arrange into a diary
b. … limiting such notes to a minimum

56. You rather act based on:
a. … your inner conviction and your feeling that something is right that you do not need to explore furthermore
b. … objectively verifiable conclusions

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