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**COACHING AS A ROLE OF MANAGERS:
FACTORS DETERMINING COACHING LEADERSHIP STYLE**

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ABSTRACT

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In this Master's Thesis, the issue of the coaching leadership style development of managers is addressed. It was found in the beginning of this paper that managers should find a balance between performance seeking and building relationships with colleagues. This is the reason why it is valuable for managers to develop own leadership style which can be coaching one as well, because scientifically it is proven that coaching leadership style (CLS) facilitates the process of communication.

Therefore, this Thesis is narrowed to the investigation of factors that lead to coaching leadership style formation as well as effects that coaching education can bring to managers in the process of coaching leadership style development.

In the literature review, the scientific papers were considered on the topics of coaching in general, coaching leadership style, the factors that can lead to CLS, related concepts and terms, and the issue of age for which coaching education is best to get and use.

Then, the empirical part was described and discussed. The single case study method with semi-structured interviews were used for this research. The 13 interviews were passed with young professionals in the field of business and management who are the alumni of "Go for Coaching" program implemented in the Coaching Center of Graduate School of Management at Saint Petersburg State University, Russia.

It was found that there are several internal and external factors that lead to the coaching leadership style formation of managers, in particular, young professionals. Then, the effects of coaching training were found and discussed. As a result, managerial implications and theoretical contribution of the work are given for further development of coaching education.

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Best regards,

Sofia Semenova

LIST OF ABBREVIATIONS

CLS – Coaching Leadership Style

CEO – Chief Executive Officer

GSOM – Graduate School of Management

SPSU – Saint Petersburg State University, Russia

MBA – Master in Business Administration

ICF – International Coaching Federation

EI (EQ) – Emotional Intelligence

HRM – Human Resource Management

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1. INTRODUCTION

This Master's thesis is devoted to the use of coaching as a leadership tool of managers in organizations. In the introduction, the topic relevance and background will be introduced, then, the research gap and the research problem will be stated. Research questions will be discussed with the linkage to the research outcomes. Also, context of the research will be described as well as theoretical framework.

1.1. Topic relevance and background

The research area of this Master's Thesis is an application of coaching by managers. We will consider coaching regarding the definitions of Miles Downey and John Whitmore who contributed to the coaching development in the modern world. In (Downey, 2003) coaching is defined as “the art of facilitating the performance, learning and development of another”. This definition states for the main role of a coach who can influence the development of others. In addition, in (Whitmore, 2010) coaching is considered mostly from the perspective of self-development of a coachee with the help of a coach: “Coaching is unlocking people's potential to maximize their own performance”. Therefore, we can see from these two definitions, that coaching is a two-sided work of a coach and a coachee with the aim to develop the latter.

The research of coaching field which is applied to a career is a coaching leadership theory (or coaching leadership style, CLS) which is discussed in (Berg, 2016). This theory is not yet scientifically investigated (Cox et al., 2010) but is directly used as a practical approach in companies by managers, chief executive officers (CEOs), and entrepreneurs. Through coaching training, managers learn how to implement coaching in their leadership style, therefore, after coaching training the coaching leadership style is developed and improved.

The history of coaching takes the origin from Socratic dialogue methods which took place in the second half of the 5th century BC (Vlastos, 1983) and consist of the logical system of questions for an interlocutor. Then the term “coach” appeared in the field of education in 1840s, in rowing sport in 1880s, and finally in management and administration in 1900s.

The focus of the research is the application of coaching leadership style the specific group of managers who are young professionals in the field of business and management. The scope of the research is presented on Figure 1.

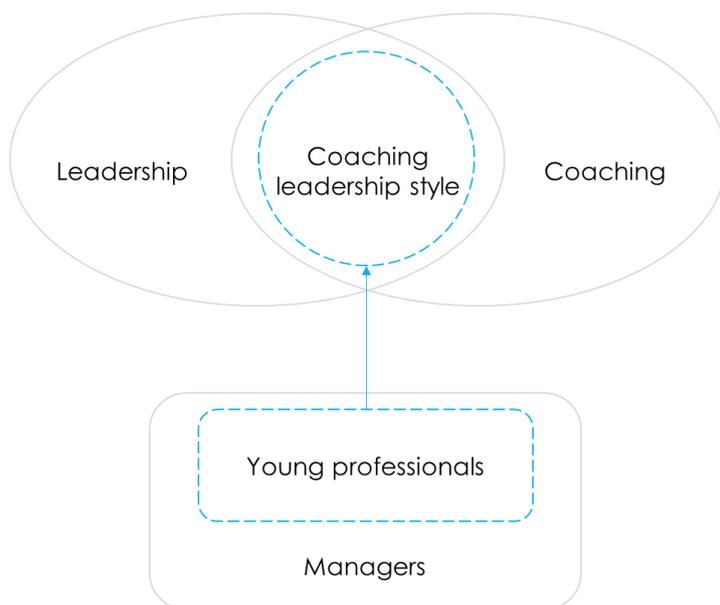


Figure 1. The scope of the research

This research is narrowed to the analysis of the program “Go for Coaching” which is held in the Coaching Center of Career Center in Graduate School of Management, Saint Petersburg State University, Russia (GSOM SPSU). Further in this paper the Coaching Center would be called as the Coaching Center, or the Coaching Center of GSOM.

The consulting type of the research was chosen for this paper as the topic of coaching education and coaching leadership style is hot. A case of coaching education in Russia was chosen as coaching training there is currently on the stage of fast development.

For this Master’s Thesis there is a client who has specific objectives needed to be addressed in this research. The client is the Coaching Center of GSOM. The main request of the client for this Master’s Thesis is to provide with practical implications on how to develop the “Go for Coaching” program of the Coaching Center. The specific questions asked by the client are the following:

1) *How to select the attendees to the “Go for Coaching” program?*

This question was asked as for now the attendees are selected only by the motivation letter and interviews with program teachers. For now, the Coaching Center would like to find more objective and sophisticated approach for selecting attendees.

2) *What skills do the graduates of “Go for Coaching” program acquire and use in their career?*

Here, it is relevant for the program to understand how results expectations from the program are met by real experience of program graduates who apply coaching in their profession.

3) *How to accompany the graduates of “Go for Coaching” program?*

This question was asked because for now, the graduates are not accompanied after passing the program. However, for them it could be valuable as they may need some support for further coaching implementation in their lives.

In the further sections, the linkage of the clients’ request to the research questions of this Master’s Thesis would be provided.

1.2. Research gap and research problem

Nowadays, all managers should face with daily objectives and tasks, therefore, they should work in a fast pace and bring results to their companies. However, there is another side of managers’ work which is communication with personnel, including support, help, motivation, professional development (Elrehail et al., 2020). Therefore, there should be a balance between seeking for the company’s performance and creating a fruitful atmosphere for employees on the workplace. (Heskett & Schlesinger, 1997; Lewis et al., 2014) That is why the topic of leadership style of a manager is relevant in today’s business literature, for instance, in (Shea, 1999; Bhattacharyya, 2006).

In this Master’s Thesis, the focus is made on a specific group of managers who are young professionals in the field of business and management, therefore, the dilemma of performance and communication is relevant for them also as they form a specific group of managers. In this research, young professionals are those people who are currently working, under 35 years old, and graduated from the University no more than 3 years ago.

Moreover, especially young professionals usually have difficulties in communication on the first stages of work in an organization (Gunsalus, 2012). Therefore, the problem of building relationships with colleagues is particularly acute.

Since last several decades, coaching is becoming more and more popular approach to develop employees and make an easy-going communication between a manager and a subordinate in an organization. On the other hand, coaching leadership style of managers needs specific adaptation for their professional role, time, and place, therefore, managers who are coaches in their organizations may have problems connected to coaching practices which can weaken the

efficiency of their performance. Coaching leadership style is the tool that facilitates communication with people (Goleman, 2000)

It is still a question whether age influences coaching success (Bergquist, 2016), but majority of researches are focused on adult managers (Lawrence, 2017) rather than young professionals. It can be supposed that young managers need some time to develop inclination to coaching and firstly should try themselves in working for a company. This can be the reason why, in general, many programs with coaching training are provided for MBA level attendees. Nevertheless, according to general researches devoted to coaching effectiveness, with training that helps to develop coaching leadership style, young professionals in the field of business and management can easier adapt for the work in an organization.

Therefore, the **research gap** is that there is much scientific research done in investigating specific factors that lead to the managers' leadership style formation and particularly to the coaching approach. However, this field is not yet studied for young professionals in management. Also, there is no model of factors that can determine manager's choice to apply coaching leadership style in their professional practice. It was noted by (Misiukonis, 2011) that there is still the uncertainty in the way how managers feel about their coaching practices, and what prerequisites they should have to start to implement coaching on their workplace.

As a result, the **goal** of the research is to investigate the path of coaching learning of young professionals in business and management field as a specific group of managers. The research **objectives** are:

1. To investigate the field of CLS;
2. To define factors that lead to CLS formation;
3. To investigate the industry of coaching training;
4. To build the model of factors that leads to CLS formation;
5. To evaluate the effects from coaching training that young professionals get during passing the program;
6. To develop managerial implications for the organizations that provide coaching education for young professionals in business education.

In the Coaching Center of GSOM, there is the program "Go for Coaching" which is aimed at familiarizing students and alumni of GSOM, who are future or current managers, with coaching approach and its techniques. This can help the participants of the program to adapt coaching to their professional life and, as a result, to develop coaching leadership style.

Therefore, in this research, we will see how managers, in particular, graduates of “Go for Coaching” program of the Coaching Center of GSOM adapt coaching leadership style, how they feel about the development of their specific skills and techniques in coaching, and what has changed in their leadership approach after they passed “Go for Coaching” program.

The object of the research is coaching leadership style of managers. The subject of the research are factors that influence managers’ choice to apply leadership style on the workplace.

As a result, this Master’s Thesis is a consulting project with the scientific research part, and there are specific research questions that are interesting to answer from the scientific perspective of current paper. From another perspective, the research questions are closely related with the consulting part and the answers to them will help to formulate practical implications for the client, which is the Coaching Center of SPSU.

1.3. Research questions and expected results of the research

As it was stated earlier, this Master’s Thesis is focused on the investigation of reasons for the choice of coaching leadership style by managers, specifically, young professionals in the field of business and management.

It can be supposed that the choice of a particular leadership style depends on the desire of a person to choose it. The desire is psychological, internal characteristic of a person, therefore, it is formed by some pool of individual features that finally define the desire. As a result, the first research question is:

RQ1: What internal factors influence managers’ choice of the coaching leadership style?

Then, as internal factors are considered, we should also think how they can be changed or formed. It can be supposed that the environment can influence the choice of leadership style made by a person. In this research, the environment is of a professional type, that is, it is connected with career path of a person. Therefore, the second research question is:

RQ2: What external factors influence managers’ choice of the coaching leadership style?

Finally, one more important prerequisite of coaching leadership style formation of a manager is coaching education. Here, we can hypothesize that coaching leadership style can be formed after specific education or training in this field. Therefore, one more relevant research question will be:

RQ3: What are the effects of coaching education for managers in terms of coaching leadership style development?

The choice of the coaching leadership style in this research means that a manager consciously uses any part of knowledge acquired during education on the program. This can be indicated by the subjective opinion of the graduate which will be gained by the researcher during the interview. Since coaching field is closely connected with the psychology, there could not be provided any objective and scientifically proven measure of the coaching leadership style development level. That is why we accept the subjective opinion of the person basing on his or her consciousness. The narrower look at the coaching leadership style and its characteristics will be provided in further sections.

The is the relation of client's requests and the research questions in this Master's Thesis which is provided in the Table 1.

Table 1. Research questions and the client's requests

The Coaching Center request	Relation with the research questions
1. How to select the attendees to the "Go for Coaching" program	Internal factors are psychological characteristics of a person that can increase the probability to choose the "Go for Coaching program". External factors that made contribution into the person's character and formation of the internal factors can increase the probability to choose the "Go for Coaching program".
2. What skills do the graduates of "Go for Coaching" program acquire and use in their career?	For this request, the skills of the graduates of "Go for Coaching" can be acquired due to both internal and external factors of a person.
3. How to accompany the graduates of "Go for Coaching" program?	For this request, it will be important to understand what factors are useful for the graduates of "Go for Coaching" program to develop more in order to improve the coaching leadership style presence.

In this research, qualitative method would be used to learn what factors determine the managers' choice of coaching leadership style as yet there is no single theoretical framework that could definitely list such factors, therefore, it would be interesting to compile all related theoretical frameworks and see how they correspond with the reality by the help of interviews with "Go for Coaching" graduates.

The results of this Master's Thesis would be (1) the model of prerequisites that lead young professionals in business and management field to the choice of coaching training; (2) the effects of coaching training for professional and individual developments of young professionals in business and management field; (3) practical recommendations for the coaching program "Go for Coaching" implemented by the Coaching Center of Graduate School of Management, St. Petersburg State University in accordance with the client's recommendations provided in the section 1.1, and (4) managerial and theoretical implications for coaching training and institutes that provide such education.

As for the empirical part, the qualitative research will be done to answer the research questions and meet the research goal. In particular, single case study method and semi-structured interviews will be applied to understand what factors and effects coaching training has for young professionals. As for the case study, the coaching program "Go for Coaching" implemented by the Coaching Center of Graduate School of Management, St. Petersburg State University (the Coaching Center of GSOM SPSU) will be taken for the analysis. In the study, the participants would be young professionals who successfully finished the program and use coaching leadership style in their professional practice.

This research will contribute to the coaching and leadership literature on the topic of leadership formation and young professionals' propensity to coaching. Also, there are benefits for business environment. From one perspective, this research would be useful primarily for the organizations that provide coaching training. For them, it would be valuable to know how young managers are inclined to coaching and whether it is worth to develop coaching training especially for them as a target audience. From another perspective, this work would be interesting for managers of different positions and overall personnel of organizations as they can use coaching leadership style in their practices while being, for example, leaders of working groups or directors of departments. For HRM specialists it will be clearer how to analyse personality traits when it goes for the leadership style of the candidate.

1.4. Research framework

This Master's Thesis is of qualitative type of the research. To be more specific, single case study method was chosen in order to meet consulting objectives and also make a benchmark for other institutions in coaching education field. This method allows to investigate the case more narrowly and make conclusions on how to act in future in similar circumstances. (Saunders et al., 2007)

The first step was to consider relevant literature and investigate what information was gathered by other researchers that would be useful for this study.

The semi-structured interviews method was chosen to understand the intentions of the participants, their thoughts, desires, conclusions about coaching leadership style. The interviews were held by telephone calls to the participants, which has its drawbacks, that is, it is impossible to see the interlocutor and therefore analyse their gestures and emotions. (Saunders et al., 2007) However, it was a good opportunity to interview people from no matter what place they are. It also automatically extends the potential number of participants as telephone call is convenient for any free time, there are more possibilities to set meetings and more time available.

For the interviews, there was an approximate structure that was made by the questions to lead the conversation into the desired direction. All in all, 13 interviews were taken, and the results were analysed in order to answer both research questions for scientific work and client's request for consulting project.

For analysis of the participants' answers, several theoretical frameworks were used, that would be discussed briefly in the next section and considered more narrowly in the section 2.

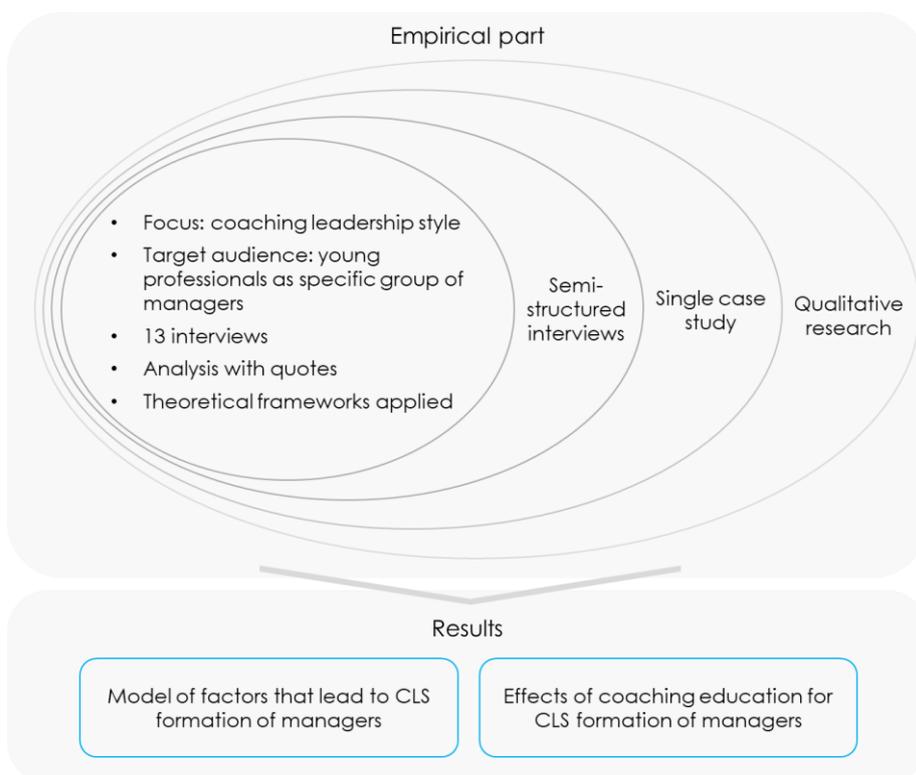


Figure 2. Research framework

As a result, the model of factors that lead to CLS formation was built as well as the effects of coaching education were evaluated and described. As for the practical results, consulting

recommendations were given to the client, then managerial implications were given, and theoretical contribution was described. On the figure 2, the research framework is shown.

1.5. Theoretical outlook

Several topics were covered in the literature review of this Master’s Thesis. In particular, the main issues covered are CLS definition, leadership theories, concepts that are related to CLS, age difference in coaching performance, internal and external factors that lead to CLS, and possible reasons to coach. In the Table 2, the overview of all the topics is provided.

Table 2. Literature overview

Topic	Authors	Main ideas
Managerial coaching, or coaching leadership style, or CLS	Ladegard & Gjerde, 2014 Lawrence, 2017	Coaching of executives, leaders, and managers on the workplace with the aim of improving their leadership effectiveness. Coaching is aimed at performance; it is a question whether setting a rapport is needed for managerial coaching.
Coaching and leadership theories	Castiello D’Antonio, 2018 Berg, 2016 Burns, 1978; Bass, 1990 Goleman, 2000 Noer, 2005	The trend of often usage of coaching without professional education in this field appeared. Coaching is a part of Situational leadership theory and Full-range leadership development theory. Coaching and transformational leadership theory. Coaching as a part of emotional leadership styles. Triangle Coaching Model.
CLS and related concepts	Clegg et al. 2005; Lawrence, 2017; Hastings & Kane 2018	Coaching should be differentiated from such terms as mentoring, advising, training, and consulting.
Coach’s age and coaching performance	Bergquist, 2016; Spencer, 2012; Sidhar & Mehta, 2018; Harper, 2012; Personnel Today, 2007 Personnel Today, 2007; Stewart, 2012; Bergquist, 2016; Skibbins & Bergquist, 2016	With age, it is more probable that coach would be successful. As age increases, the experience increases, therefore, coaching will be better performed. The issue with age importance can be a stereotype; coachees can choose coaches of their age to feel more comfortable and trust more.

Topic	Authors	Main ideas
Internal factors influencing CLS formation	Lawrence, 2017; Cox & Thompson, 2017; Misiukonis, 2011; Kraczla, 2019; Noer 2005 Wittmer & Hopkins, 2018; Goleman, 1995; Goleman et al., 2013; Goleman, 2004; Vesterninen et al., 2009; Wee et al. 2019; Resnick, 2016	Psychological factors influence leadership style formation. Such factors as the way of thinking, objective evaluation of situations, communication skills and many other can form the leadership style. Emotional Intelligence leads to leadership style formation. The level of emotional intelligence development can influence the choice of particular leadership style of their mix.
External factors influencing CLS formation	Kraczla, 2019; Irgens, 1995; Gale, 2019; El Toufaily, 2018; Towler, 2005; Rashid, 2017 Akanji et al., 2020; Kraczla, 2019; Lojpur et al., 2015; Miller, 1986; Pasricha et al., 2018; Wei et al., 2014; Cameron & Quinn, 2006; Stojanovic-Aleksic et al., 2019; Reigle et al., 2001 Carter et al., 2017; Berg, 2016; García-Morales et al., 2012; Grant, 2017	Mentorship with coaching approach can lead to CLS formation of a mentee. Organizational culture influences the choice of leadership style. Organic organizational culture facilitates CLS formation. Personnel which are open to newness and changes can easier accept coaching leadership style of a manager.
Reasons to coach and possible challenges	Lawrence, 2017 Soames, 2020 Hodes, 1992	Several schools of coaching evolution: “Ellinger schools” – learning new skills and knowledge for personnel, “Graham School” – increasing the performance of a company, “McLean/Park school” – focusing on openness and support. Coach should think more about people rather than performance. Coach should pay attention to people’s values first.

Source: compiled by the author

All in all, different scientific papers were considered regarding the issue of coaching leadership style development of managers. Also, different groups of managers were considered, these are young professionals and adult managers. For now, it is still not clear whether there should be any difference in coaching approach for young and adult managers. Nevertheless, this research is focused more on young professionals in the field of business and management, and it will be

valuable for the scientific literature as the vast majority of researches on the topic of managerial leadership is narrowed to general management.

For further scientific interest, several papers are taken into consideration for the empirical part. These are the frameworks Triangle Coaching Model (Noer, 2005) and Emotional Intelligence (Goleman, 2000). Triangle Coaching Model was used for evaluation of psychological factors that formed CLS of managers, and Emotional Intelligence framework was taken to assess emotional intelligence level of the participants. Other investigated papers were used in order to interpret more deeply the answers of interviewees.

1.6. Limitations of the research

Although the qualitative research is good to explore the phenomena and find new trends (Saunders et al., 2007), it has some limitations that should be taken into account in this Master's Thesis. Firstly, the model that will be built cannot define the real influence of factors because it is not quantitatively studied. Therefore, it would be needed further in other studies to provide quantitative research.

Secondly, single case study can be not a representative approach in order to apply the results of this research to other cases. However, the case is chosen by specific features to be a good benchmark for other stakeholders of this topic.

Thirdly, the interview method assumes that there would be subjective answers of the participants, so there could be a problem of not relevant and self-centred answers of the interviewees as here we consider some psychological characteristics of a person. Here the solution is similar background of the participants who are both young managers and graduates of the same coaching program.

In the methodology part, some other limitations related to the research would be considered also.

1.7. Structure of the research

The research will be structured in the following way. Firstly, the existing literature in the field of coaching, coaching leadership style, and factors that lead to CLS formation will be investigated and discussed. In this section, it is needed to understand the coaching definition, related theories and frameworks, terms related to coaching, factors that lead to CLS formation. Secondly, "Go for Coaching" program and similar coaching training programs are described to understand the specificity of the research and compare different programs with each other. Thirdly, the

methodology is discussed. Then, the empirical part with the analysis of the findings further is provided. After the empirical part, discussion of the results is given. Finally, conclusion is made.



Figure 3. Structure of the research

The overall structure of the research is shown on the figure 3.

2. COACHING LEADERSHIP STYLE DISCUSSION

In this section, different perspectives of coaching leadership style are discussed and defined. Also, related concepts are considered in order to differentiate coaching leadership style.

2.1. Coaching definition for present research

Firstly, we should define coaching to understand its specific characteristics.

There are different coaching types and terms that are used as synonyms but have different features and areas of application. For instance, there are such coaching types as executive coaching, leadership coaching, managerial coaching, external coaching. In this Master's Thesis we will use the term "managerial coaching" as a synonym to "coaching leadership style".

According to (Ladegard & Gjerde, 2014), leadership coaching is coaching of executives, leaders, and managers on the workplace with the aim of improving their leadership effectiveness. It was claimed by the authors that executive coaching is a similar term but has more psychological direction of work such as maintaining mental health, well-being of executive as well as working with stress. As the same time, leadership coaching is related mostly with performance of executive and effectiveness. (Ladegard & Gjerde, 2014)

According to (Lawrence, 2017), there is a term "managerial coaching", and it is considered from two perspectives. Firstly, it is defined as a subset of coaching and it has such features as applying coaching at the workspace, using specific skills and be focused on the performance, when at the same time there are other subsets of coaching such as development coaching and transformational coaching. In another interpretation, managerial coaching is defined as a self-sufficient discipline which, for instance, should be differentiated from external coaching, this means that managerial coaching is happening in the company within the existing personnel.

In addition, it was shown in the analysis that managerial coaching is differentiated by giving the learning process to the subordinates of those who are coaches. Several definitions of managerial coaching that were considered in the article are shown in the Table 3.

Table 3. Managerial coaching definitions

Authors	Definition
Orth, Wilkinson & Benefari (1987)	The managerial activity of creating, by communication only, the climate, environment, and context that empowers individuals and teams to generate results.
Kalinauckas & King (1994)	Coaching is a process by which a manager, through discussion and guided actively, helps a member of staff to solve a problem or carry out a task better. The focus is on practical improvement of performance and the development of specific skills.
Peterson & Hicks (1996)	The process of equipping people with the tools, knowledge, and opportunities they need to develop themselves and become more effective.
Dahling, Ritchie Taylor, Chau & Dwight (2016)	Managerial coaching is a process of feedback provision, behavioural modelling, and goal setting with subordinates to improve their performance and address their personal challenges.

Source: Lawrence P. (2017) Managerial Coaching – A Literature Review. International Journal of Evidence Based Coaching and Mentoring. Vol. 15, No. 2, August 2017. P. 43-69

According to (Lawrence, 2017), managerial coaching is defined from two different perspectives using the skills and behaviour that a coach should have and use in their practice. One group of the researchers claims that skills of empathy, ability to build relationships with clients, motivating people are important for successful managerial coaching. Also, such characteristics as strict and dictatorial communication style leads to ineffective coaching.

Another group of researchers state that rather than set a rapport with the client a coach should know how to get to the result and achieve client's goal. For instance, after making surveys for checking whether managerial coaches are associated with the competencies that are defined by International Coaching Federation (ICF), one of the most well-known organizations in the field of coaching in the world, it was found that only 5 of 11 competencies are related to managerial coaches. And among those which were not chosen as features of managerial coaching are establishing trust and intimacy, active listening, and creating awareness.

In this research, the first interpretation of managerial coaching will be used, therefore, coaching leadership style will be characterized as seeking for employee's performance through communication with them and setting the psychological rapport.

2.2. Coaching as a part of leadership theories

What is worthy to note is that the word "coaching" nowadays has a lot of meanings, and some people use this term as well as coaching practices in the wrong manner. In the article (Castiello D'Antonio, 2018) it is stated that many managers claim that they use coaching practices. However, in the reality it is not a professional usage which must be supported by the relevant education. Thus, people often do not see in coaching anything special that can change their lives.

On the other hand, the investigation of topic background showed that coaching is the part of many leadership theories, but it is rarely presented as self-sufficient approach.

For instance, in the article (Berg, 2016) there are two examples of basic leadership theories where coaching is represented as one of leadership styles, but it is not yet considered as independent approach. Particularly, according to one of modifications of Situational leadership theory, there are four leadership styles which are coaching, delegating, supporting, and directing. Coaching in this theory is effective when trainee has lack of specific knowledge, skills as well as motivation for work.

Considering another leadership theory which is named Full-range leadership development theory, there is a transformational approach of leadership that includes several ways of behaviour and one of them is individual consideration when leader shows concern for the subordinates by seeing in them talent, directions for the development and trying to discuss work of employee and understand possible problems. All these actions are closely correlated with coaching where a coach – person who has enough skills and knowledge to train – works with a coachee who in fact is a trainee and want to increase his or her professionalism.

Transformational leadership was first conceptualized by (Burns, 1978) and was further developed by (Bass, 1985). According to (Bass, 1990), there are four characteristics of transformational leaders. The first one stands for supporting the subordinates' skills development and assisting in the achievement of their results so that the leader pays attention individually for each of his or her employees. The second characteristic is the ability to develop the intelligence of employees and their skill to solve each problem rationally. The third one is inspiration that the leader provide to all employees by communicating and encouraging to achieve their goal and see the sense of their

work. Finally, the last feature is to be charismatic leader so that all employees see the common vision and mission of the company through actions and the mood of the leader.

It is worthy to note that transformational leadership is closely related with several other leadership concepts such as empowering leadership, participative leadership, ethical leadership, self-leadership, leader-member exchange, shared leadership, path-goal theory of leadership (Cheong et al., 2019).

Another theoretical approach which defines coaching leadership style is Goleman's emotional leadership styles. There, coaching leadership is one of six types of emotional leadership, and other types are Coercive, Authoritative, Democratic, Coaching, Affiliative, Pacesetting. It is stated in (Goleman, 2000) that successful leaders use many of leadership styles and in different situations.

In a concise way each of 6 leadership styles defined by Goleman can be characterized as following:

1. Coercive – "Do what I tell you";
2. Authoritative – "Come with me";
3. Affiliative – "People come first";
4. Democratic – "What do you think?";
5. Pacesetting – "Do as I do. Now";
6. Coaching – "Try this".

According to (Goleman, 2000), coaching leadership style is directed to the future development of an employee. When an employee has any problem, the director will talk about it without any evaluation and with the aim to see what future goal an employee has and how the problem and overall work is linked to this goal. There were also highlighted the following features of leader's behaviour:

- supporting of a subordinate;
- active listening;
- let employees learn and grow professionally;
- help identify own unique strengths and weaknesses;
- help identify future goals;
- constructive feedback.

From the study of (Goleman, 2000) it was concluded that coaching leadership style is applied least often than all others. Managers state that they do not have this much time to teach and develop their personnel.

For managers and CEOs who would like to learn coaching leadership style, specific education in this field would be a conscious decision as for coaching leadership style the specific skills and knowledge should be gained. The reason is that if talk about brain work and physical processes, in the case of gaining soft skills of emotional intelligence the limbic system of the human brain is training, and this process is slow and steady. (Goleman, Boyatzis & McKee 2013) There is a long path between before and after developing a coaching leadership style.

Noer (2005) has developed the Triangle coaching model which allows to identify what level of coaching leadership style development the manager has. Triangle Coaching Model allows to evaluate the level of presence of coaching leadership style by 3 dimensions: (1) assessment, (2) challenging, (3) support.

Assessment includes tools for evaluation and analysis that helps a manager to define the whole picture of employee's development and career path, and to give the constructive feedback.

Challenging allows a coach to help a manager to help an employee to develop with self-confidence and resistance to possible difficulties and assume the ability of a manager to inspire employees on their path for career goals achievement.

Support is about setting a rapport between a manager and an employee with a friendly atmosphere through such manager's activities as active listening, asking open questions, honest interest in the personality of employee, appropriate body language.

2.3. Coaching leadership style and related concepts

Coaching leadership style, as was said before, is not yet a self-sufficient approach that is scientifically researched but it is an important part of other leadership theories. In (Berg, 2016) it is considered as a long-term oriented approach for the development of employees, for setting good and stable relationships within the team. In addition, it is already claimed that coaching is the efficient approach both for tangible (financial results (Dahling et al., 2016)) and intangible results (relationships within personnel and resolving conflicts (Schaubroeck et al., 2016)), the level of role clarity (Kim, 2014), learning and training (Jones, 2016) results of a company. At the same time, coaching approach and consequently coaching culture positively affect the well-being of employees (Jarosz, 2021; Milner et al., 2020).

It is important to add that according to (Ng & Walker, 2008), there is a conflict between strict power and influence of the leader and coordination and mental leadership by inspiring and giving motivation for employees so that these two approaches are difficult to mix in one leadership style

simultaneously. We can say that while doing all projects within the company, deadlines are one of the most important concerns of work, and therefore, this is the reason to think that time frames and strict following the instructions for the project are a key of success for a company. However, this pressure may have a negative effect on team development and learning. That is why coaching can become the solution for both high company's performance and positive atmosphere within the team (Mulec & Roth, 2005).

To define CLS more specifically, we should compare coaching and mentoring which are similar approaches in some way. Both coaching and mentoring are aimed at development and learning within organization. However, these approaches have differences. Mentoring is supposed to deliver the mentor's experience to their mentee. Mentoring has a goal to increase overall motivation of a mentee by working on the development of the own behaviour strategy at work. Coaching is oriented usually on achievement of a specific goal so that coach works with a particular issue of coachee (Hastings & Kane, 2018).

One more similar term is advising which is also oriented on the development and learning of employees. Advising is mostly a need of the organization when it is important to transfer knowledge and necessary information to another employee.

Coaching and mentoring have common points that they do not have with advising: facilitation methods; usage of questioning techniques; observing and active listening; encouragement of personal growth. Common features for all three approaches are encouraging to continually improve competencies; concerned with the practical issues of setting goals and achieving results; passed within specific timescales (Hastings & Kane, 2018).

As for comparison of managerial coaching and training, coaching is said to be more informal than training, directly related to the career growth, and person-centered. However, there is much more similarities between these two disciplines than differences. (Lawrence 2017)

According to (Clegg et al 2005), there is one more field which is consulting that should be compared with coaching. The authors state that while consulting is more about providing the expert knowledge directly to a client and then controlling it, coaching is focused on rapport and equal positions of coach and coachee. In coaching, there are no right or wrong answers, there are only thoughts of a coachee and his or her own decisions with the guiding of a coach.

In the article (Harper, 2012), coaching leadership model is defined as a compilation of multiple leadership styles. Leadership theories that are connected with coaching leadership are charismatic leadership, transactional leadership, laissez-faire leadership, transformational leadership, servant

leadership. The author says that different leadership styles appear on every stage of coaching process. There were the following leadership styles defined in (Harper 2012):

- Charismatic leadership: ability to form strong connections with the client, professionalism, the use of value-based and clearly communicated methodology;
- Transactional leadership: objective and task-driven, aimed at performance, facilitation to achieve the goal of client, support and motivating for productivity;
- Laissez-faire leadership: giving the client freedom in setting the goal and taking actions with the ability to give suggestions and help to move along the right direction;
- Transformational leadership: collaborative working alliance built on trust, transparency, and feedback;
- Servant leadership: help to achieve the client's goals, support for well-being, self-efficacy.

2.4. Coach's age and coaching performance

As this Master's Thesis considers managers who are young professionals, it is important to look at age influence on coaching performance. Earlier it was said that there are much more coaching programs for MBA-level students as well as CEOs and senior managers. However, there is not yet much research on the topic of how young professionals can develop coaching leadership style and how coaching training is interesting and useful for them.

It is still a question whether the age influences the probability to become a successful coach. It could be suggested that the older the person is, the more experience he or she has, therefore, the more is the level of understanding of other people's feelings. However, in the scientific are there are different views on this point.

According to William Bergquist (2016), it is said that the age could be an important factor when considering which coach to choose. In his research, several questionnaires were made and sent to different coaching centres all over the world with the aim to find out whether there is some difference in the coaching procedure and coaching perception by the coaches themselves in the age under 60 years and 60 years and older. In another article which is posted in the New York Times called "Should a life coach have a life first" (Spencer, 2012) it is claimed that while there are lot of situations which can define what coach is more suitable, however, the experience in the coaching field is the most important factor that will influence the coaching session's result. That is why many comparatively young coaches are successful in their work even being comparatively young.

In the research (Sidhar & Mehta, 2018), the college principals were investigated on how their leadership style is connected with their experience. It was found that with more experience, college principals tend to choose transformational leadership style rather than transactional one. With time, transformational leadership transforms into laissez-faire leadership style, which is also interesting as both transformational and laissez-faire leadership styles have common features with coaching leadership style as it was said in (Harper, 2012).

In the article “Should age matter in coaching relationships” (Personnel Today, 2007), it is stated that the age could be an essential factor that influences the result of coaching session because for some clients it would be important to know that the coach can see their situation from the same perspective or even had the similar path in their lives. In the same article Gladeana McMahon, vice president of the Association for Coaching, states that often clients imagine their coaches as being older than themselves and they expected in the reality because this society usually have the perception that those people who are older are more experienced and know life better. However, it is also stated that it could be a stereotype.

The latter idea is supported by Julia Stewart in her article “Should your life coach be old or young” (Stewart, 2012) and she says that a lot of young coaches could be often very experienced and could be professionals in the field of coaching so that the clients of all ages can feel themselves comfortable with such coaches.

In the discussion section of (Bergquist, 2016), it was stated that it is still a question whether the age is such an important factor to take into consideration. It was also said that since the generation has changed the needs of the future coachees are changed also, and maybe for younger coachees it would be more relevant to find a coach that will be of the same age or just a little bit older than they are.

In the article (Skibbins & Bergquist, 2016) it is stated that for different target audience there could be different ideal coaches, for instance, for younger auditory it will be more comfortable to talk with somebody who is about their age because it will be easier to deliver the ideas and get the needed level of empathy from younger coaches. There was also a suggestion that for every age of human life, meaning for different life situations and changes, coaches of different ages are needed. Therefore, it could be hypothesized that the older is the coach the more situations he or she can consider and lead within the coaching sessions with the coachee however in the article the reason no particular idea on this point.

As a result, we can see that researchers have different opinions on how age is related to the usage of coaching approach. Several articles were considered to show that even in young age people can be successful coaches and this can help them in their professional activity.

2.5. Internal factors influencing manager's choice of coaching leadership style

In this section, internal factors of a manager who is coach are defined. Internal factors mean those characteristics and behaviours of a person which are inner and can be identified in the decision taken by this person.

2.5.1. Psychological factors

Overall result of coaching outcomes evaluation in (Lawrence, 2017) is that there can be defined three elements of coaching presented in managers, these are skills, the way of thinking, and the mindset. Skills include:

- relationship building with the subordinates through the atmosphere of trust and openness;
- feedback which makes coaching communication essentially valuable;
- team coaching which is, on the one hand, controversial, because many researchers suggest that coaching is one-on-one communication, but on the other hand, it facilitates the communication within the team work; and
- contracting, which assumes that coaching communication needs the specific approach for every individual, and that process of coaching should be clear for the personnel. In addition, the leader should be able to apply different leadership roles, if needed in coaching communication.

The mindset of coaches, according to (Lawrence, 2017), is featured by the abilities to understand and support people, the willingness to help people to grow professionally and develop individually. Finally, the thinking style includes such psychological skills as ability to structure the complexity, endless learning, emotional maturity which, by the way, is developing with the age.

In (Cox & Thompson, 2017) the importance of soft skills needed for executive coaching was discussed. Among others, the abilities to listen and ask open questions, give feedback, the interest in people were highlighted.

According to (Misiukonis, 2011), some researchers highlight that manager who will more probably become a coach should have such characteristics as a helpful attitude, less need for control, enthusiasm for coaching, empathy, openness to personal learning and receiving feedback, high

personal standards, desire to help others to develop, and an understanding that basically people want to learn.

In the article (Kraczla, 2019), it is stated that the choice of the leadership style depends on the personality traits: the way the person thinks, behaves in particular situations, the psychological predisposition.

Here, in the psychological factors, the Triangle Coaching Model could be applied to evaluate whether the person has and apply the pool of skills that are applied through such psychological characteristics as empathy, ability to support people, solve the problems, the set of soft skills.

2.5.2. Emotional intelligence

(Wittmer & Hopkins, 2018) suggests that emotional intelligence which is a part of diversity intelligence could be considered as contribution into the effective executive coaching use. Emotional intelligence (EQ) stands for the ability to perceive, understand, use, and manage emotions varies among individuals. The first to introduce the concept of diversity intelligence (DQ) was Claretha Hughes in 2016 in her book “Diversity intelligence: Integrating diversity intelligence alongside intellectual, emotional, and cultural intelligence for leadership and career development”. This new concept includes several types of intelligence constructs which are intellectual (IQ), emotional (EQ), and cultural (CQ) intelligences.

Emotions developed a long time before rationale of human beings that is why considering emotions while being a leader is essential for directors and higher managers. (Goleman, 1995)

For a leader it is important to make people follow them. At the same time, for a leader it is important to be motivated as well as motivate others. Therefore, to maintain motivation of people and guide them through it is needed to manage not only own emotions but also the emotions of the followers. (Goleman et al., 2013)

Emotional perspective of leadership is a difficult and subjective topic to discuss and, moreover, to study. However, the overall mood in an organization depends on the behaviour of leaders: how they lead is as important as what they lead. (Goleman et al., 2013)

The characteristics of emotional intelligence at work, according to (Goleman, 2004), are shown in the Table 4.

Table 4. Components of emotional intelligence by D. Goleman

Component	Definition	Hallmarks
Self-Awareness	The ability to recognize and understand own moods, emotions, and drives, as well as their effect on others	Self-confidence, realistic self-assessment, self-depreciating sense of humour
Self-Regulation	The ability to control or predict disruptive impulses and moods, the propensity to suspend judgment, to think before acting	Trustworthiness and integrity, comfort with ambiguity, openness to change
Motivation	A passion to work for reasons that go beyond money or status, a propensity to pursue goals with energy and persistence	Strong drive to achieve, optimism even in the face of failure, organizational commitment
Empathy	The ability to understand the emotional makeup of other people, skill in treating people according to their emotional reactions	Expertise in building and retaining talent, cross-cultural sensitivity, service to clients and customers
Social Skill	Proficiency in managing relationships and building networks, an ability to find common ground and build rapport	Effectiveness in leading change, persuasiveness, expertise in building and leading teams

Source: Goleman D. (2004) *What makes a leader?* Harvard Business Review. Best of HBR 1998. January 2004. P. 82-91.

According to Vesterninen et al. (2009), along with coaching leadership styles, there are commanding, visionary, democratic, affiliate leadership styles. The factors that influence the choice of leadership style are earlier superiors (background and experience), values of the organization, information flow in the organization, collaboration with other colleagues, employees' position in the organization and their social status as well as education. The authors state that EQ introduced by Goleman is needed to determine the appropriate leadership style, and it is the ability of a person to read emotions of others and choose the appropriate way of behaviour while communicating with them. (Vesterninen et al. 2009)

In the article (Wittmer & Hopkins 2018), four EQ models that were developed earlier are discussed. For instance, there are:

- Ability Model of EQ by Mayer, Salovey and Caruso in 2004,
- Mixed Model of EQ by Bar-On in 1998,
- Competency Model of EQ by Boyatzis in 1982 and Goleman in 1995,
- Trait Model of EQ by Petrides, Pita and Kokkinaki in 2007.

According to (Wee et al. 2019), the performance of any company depends on the emotional state of its employees, and if the latter is positive, then the personnel pursue the company to better results. Also, it is claimed in this article that good emotional state helps employees to maintain motivation and increase job satisfaction. Therefore, EQ is important feature of a successful company and, as it was stated by the authors, a good indicator of management performance. Also, it was concluded that coaching leadership along with high level of emotional intelligence is an effective combination as together they positively affected employees' trust and loyalty. (Wee et al. 2019)

According to (Resnick, 2016), emotional intelligence is an important part of coaching. Although in this article the Gestalt coaching is considered, the findings are relevant for managerial coaching too, and they could be used for this research. In particular, it was said by Resnick that each feature of EQ is directly related to effective coaching. For instance, self-awareness is needed for a coach to be able to think about client while own emotions are clear and able to be regulated. Then, self-regulation is important for a coach as it allows to manage own emotions and feelings, be conscious about own behaviour and, therefore, concentrate on the client's needs while coaching. Motivation is crucial for a coach to be engaged into the client's goal, to pursue they to the success and inspire to seek for different ways to achieve what the client wants. Empathy is about active listening, ability to understand and react properly on emotions of the client, be ready to help. Finally, social skill is essential while a coach is working on rapport, quality of relationship with the client, be open to different behaviour, find the right way to bring the client to the result.

2.6. External factors influencing manager's choice of coaching leadership style

In this section, the external factors that influence coaching leadership style formation will be discussed.

2.6.1. Mentorship

This is a good question how to become a leader. And another question is how to choose your leadership style. There is a hypothesis that the leadership style can be acquired from our teachers and mentors in our lives.

Of course, there are a lot of scientific articles on the topic of leadership inclination based on our perceptions, way of living, way of thinking, for example, in (Kraczla, 2019; Irgens, 1995; Gale, 2019). However, there is not much investigation on who can really teach us to be a leader, or who can inspire us to become a leader. At the same time this can be an important factor that influence the choice of leadership path.

In (El Toufaily, 2018), it is said that future leaders tend to learn some important behavioural patterns from their childhood, especially from their parents. Therefore, the members of leaders' families are often the main mentors in terms of acquiring a particular leadership style.

According to (Towler, 2005), parents have a huge influence on the transformational leadership style of their children. In the age of 15-18 years old, teenagers tend to copy the behaviour of their parents. Then, at 18-25 there is a period when for young people it is also important to see a kind of support and example from other people, and if parents are close enough to them, young leaders will also follow them. Here we can talk about the parents as about mentors who support their mentees on the life path.

In the article (Rashid, 2017) it is said about leadership that every successful leader should have a mentor who will train the leader, support him, and pass them through all the difficulties and stress smoothly, with control of the situation. There were mentioned three reasons why leaders should have mentors. Firstly, because mentors can teach leaders something new by taking them out of the comfort zone. Secondly, mentors give feedback and, therefore, leaders start to acquire this valuable approach too to use it with their subordinates. Finally, mentors reduce the level of stress for young leaders who can feel themselves uncomfortable in a new role.

Although there is some evidence that previous mentorship has influence on the choice of leadership style of a person, there is still few research in this field especially which is devoted to coaching leadership style.

2.6.2. Organizational culture

The formation of any leadership style is closely related with the development of organizational culture; therefore, we will consider this issue more narrowly. In many articles it is said that the organizational culture influences leadership style formation, for instance, in (Akanji et al., 2020; Kraczla, 2019; Lojpur et al., 2015).

The organizational culture is closely related to the organizational structure. According to (Miller, 1986), there are four types of organizational structure:

- Simple structure with a few people in team, weak distribution of responsibilities, and the presence of centralized authority;
- Mechanical bureaucracy, which is featured by the strong hierarchy, high level of standardisation, formal communications within the personnel;

- Organic structure differentiated by high level of flexibility, decentralization, informal communications, faster reaction on external changes;
- Divisional structure with business units, complex hierarchy with a particular distribution of responsibilities among divisions.

As it was investigated in (Pasricha et al., 2018), organizational culture is closely related to the leadership style from the perspective that leaders can create a particular organizational culture. Moreover, leadership is efficient when the appropriate organizational culture is set, and in this way, it would be possible to achieve significant results for a company.

In the case of coaching leadership style, we will consider organic culture, which is related with coaching leadership style by many features. In this research, the organic organizational culture will be considered as the main that facilitates and influences the coaching leadership style formation of managers. The organic structures are best suited for innovations, entrepreneurial behaviour, employees' freedom to bring the ideas into the company. (Miller, 1986) Moreover, organic culture is featured by the readiness to unexpected changes and flexibility. (Wei et al., 2014)

According to (Miller, 1986), entrepreneurial organizational culture corresponds to the organic structure with open communications and the incentives to innovate.

There could be defined two types of organic organizational culture: clan and adhocracy. The clan culture is characterized by high level of trust among employees, cooperation, and friendly relationships. The leadership style of such culture is focused on the development of people. (Cameron & Quinn, 2006)

The adhocracy culture is defined by high level of creativity of personnel, dynamic work oriented on innovation and changes, high level of adaptability. (Cameron & Quinn, 2006)

In the article (Nielsen et al., 2019), the transition from traditional to entrepreneurial organization is shown, partly dependent on the organic organizational culture. It is said that for the organization to be successful it is needed to be innovative and at the same time stable. However, for many companies which are existing now, especially old ones, it is normal to maintain stability, but the challenge is to bring innovations which supposes to be more flexible, decentralised, and open. The authors suggest that organic organizational culture is the best way to transfer the traditional organization into innovative.

In (Stojanovic-Aleksic et al., 2019), the organic structure and knowledge-promoting organizational culture were studied in the relation to knowledge creation and sharing in the

organization. It was found that both variables have influence on knowledge creation, while knowledge sharing is possible only when the knowledge culture is set in the organization. This can lead to the conclusion that such organizational culture and structure facilitate the overall development and growth of the organization as well as the development of each individual employee. As we remember, coaching leadership is also focused on the development of the personnel. That is why we can suppose that the presence of organic structure and knowledge-creating culture can lead to coaching leadership of a manager, because in this case it is naturally for the manager to care about the professional growth and development of their subordinates.

According to (Reigle et al., 2001), there are organic and mechanistic cultures that are based on organic and mechanic characteristics of organizational structures correspondingly. These are the features of organic and mechanistic cultures which are shown in the Table 5.

Table 5. Features of organic and mechanistic cultures

Culture elements	Organic Culture	Mechanistic Culture
Language	Heroes/heroines, storytellers Positive myths and legends	Acronyms & jargon Negative metaphors (name calling)
Artifacts and symbolic	Symbols represent integration & support Open-door policy	Symbols enforce segregation (suits & ties for managers) Small cubicles for non-managers
Patterns of behavior	Celebrate work accomplishments Look for ways to do job better	Celebrate retirements Long work hours expected
Espoused values	Praise for good performance Flexible work hours	Quality of work stressed Due dates stressed
Beliefs and underlying	McGregor's Theory Y; Employees want to work Employees need little direction	McGregor's Theory X: Employees must be coerced to work Employees need detailed direction

Source: Reigle, R.F. (2001) *Measuring Organic and Mechanistic Cultures*. *Engineering Management Journal*. Vol.13 No.4, December 2001. P.3-8.

In the Table 6 the dynamic capabilities of organizations that have organic structure commonly has are shown.

Table 6. Dynamic capabilities of a company connected with organic culture

Factors included in a group	Definition of factors
Tendency to innovate (García-Morales et al., 2012)	Within the organization everyone has an opportunity to innovate, invent and develop new products or services; creativity is appreciated by the senior management; the company is developing sustainably.
Tendency to learn (García-Morales et al., 2012)	Closely related to the tendency to innovate but in addition includes development opportunities for personnel, better understanding of market's situation (e.g. customers' needs and competitors' strengths and weaknesses).
Ability to adapt for organizational changes (Grant, 2017)	See the opportunities and be able to predict possible changes in the fast-changing world through coaching practices by going through the process of coaching conversation.
Coaching experience (Carter, 2017)	The presence of a suitable environment for providing coaching meetings and all the necessary equipment and atmosphere; the way that coaching practice is structured and timed.

Source: Compiled by the author

All in all, organizational culture consists of many elements, and one of the most important is organizational structure which influences the communications within the organization. The organizational culture is important factor that can lead to the formation of leadership style, and the organic culture will most probably facilitate coaching leadership style formation.

2.6.3. Type of personnel

There is also an important perspective of personnel who is being coached, and they have their own view on the effectiveness of coaching and the reasons why it can be inefficient. This perspective was discussed and investigated in (Carter et al., 2017). It was stated that there are 6 barriers in coaching process and particularly 2 of them are highly related with coachee and which can be changed in reverse for the development of CLS. First of them is coachee's own readiness, or engagement, which stands for employees' self-willingness and trust for coaching. The second one is coaching experience which includes suitable environment for providing coaching meetings and all the necessary equipment and atmosphere for this.

But how managers can know that the personnel will be ready to coaching and moreover to need this approach? As it was claimed in (Berg, 2016), coaching leadership style works only when a company has a practice of feedback and employees have a willingness to learn.

In (García-Morales et al., 2012) there was a hypothesis that transformational leadership has positive influence on organizational performance through the dynamic capabilities of organizational learning and innovation which was confirmed. As we have discussed earlier, coaching leadership style is closely related to the transformational one. Therefore, several variables could be considered as factors in further development of CLS which are tendency to innovate and tendency to learn in the organization.

According to (Grant, 2017), there is a third generation of coaching which is highly dependent on the changes in the environment of organizations so that the main purpose of coaching is to make the whole team of the company agile and able to adapt for inevitable changes.

Therefore, the conclusion can be made that the personnel will appreciate coaching leadership style of their managers if they are in general open to changes, professional growth, and innovations.

2.7. Reasons to coach and possible challenges

The article (Lawrence, 2017) is a compilation of most scientific research done in the field of managerial coaching. It provides in-depth description of coaching on the workplace done by managers as well as their behaviour, skills, knowledge, and many other characteristics.

The 15 scientific articles were compared by the skills that managers with coaching leadership style should have and use in their practice. There are also a lot of different methodologies used in these articles that allow to evaluate coaching behaviour development of managers.

Several scientific articles analysed in (Lawrence, 2017) are shown. The result of the analysis shows that there could be defined three schools of thoughts on the topic of coaching evolved over time. Lawrence (2017) defines “Ellinger schools” which is based on the idea of coaching serving as a way to learn the new skills and knowledge for the personnel. Then, “Graham School” is defined which supposes that coaching is effective for increasing the performance in the company. Finally, there is “McLean/Park school” which is focused more on open communication, team approach, and support of the subordinates.

The possible challenges can be related to the usual paradigm of managers which is aimed at company’s performance and the seek for effectiveness. In the article (Soames, 2020), it is said that

the coach should think more about people, about their values, and should not demand from the subordinates but rather ask them for their opinion – and listen to it honestly. Even in 1992, in the article (Hodes, 1992), it was said that for manager it is important to pay attention to the employee’s values and just learn from their experience and their worldview to get important insights for business.

3. “GO FOR COACHING” PROGRAM

In this section, the program “Go the Coaching” implemented by the Coaching Center of GSOM will be described. In addition, the coaching training industry in Russia and world will be considered.

3.1. The Coaching Center of GSOM SPSU

GSOM Coaching Center was established in summer of 2019 with the aim to help students to determine their professional path and become more conscious in terms of studies (News of GSOM SPSU (1), 2019).

The reason why the Coaching Center of GSOM was established was the research of GSOM in which it was found that students often evaluate the labour market only from the perspective of wages, and do not take into account other factors, for example, internal desires (News of GSOM SPSU (2), 2019). With the help of GSOM Coaching Center students would be able to define own career path, work on many possible directions that are available for them and choose those which are mostly preferable.

The goal of the Coaching Center of GSOM is the complex support of students on their professional self-definition path and in their career development underlining by deep understanding of personal desires, possibilities, and orientations (GSOM SPSU (3), 2021).

The Coaching Center of GSOM offers students several different programs that use coaching practices as well as psychological and meditation tools. There are 6 programs for now in which students and graduates of GSOM can participate (The Coaching Center, 2020) which are:

- Go for Coaching – Профессиональное консультирование на основе инструментов коучинга¹;

¹ In English: “Professional consulting based on coaching tools” (author’s note)

- Search Inside Yourself – В поисках своей идентичности: как создать индивидуальный карьерный план²;
- Управление по типам личности³;
- Design Your Life;
- Mindfulness;
- Individual coaching sessions.

“Go for Coaching” program is the one that would be considered in this Master’s Thesis. This program provides students with basic theoretical and practical tools of coaching approach and its application and gives attendees the opportunity to practice coaching sessions. Another program is Search Inside Yourself which is aimed to help students to find their professional path through true internal values and passion. The program is based on the Dilts Pyramid of logical levels which allows to follow the thinking process of an individual. The third program “Управление по типам личности” is aimed at efficient group work by identifying interaction tips, leadership styles, communication channels, personality traits, and psychological tips which can help colleagues to work in a comfortable atmosphere and with the highest level of efficiency. (Управление по типам личности, 2020) There is also a course “Mindfulness” which consists of 6 sessions once in a week where students learn how to be in the present moment, how to increase self-productivity and the quality of life. Finally, among other programs there are also individual coaching meetings with the teachers of GSOM Coaching Center.

3.2. Description of “Go for Coaching” program

In this section, the program “Go for Coaching” will be considered narrower. This program takes 36 hours of theoretical and practical sessions which is an educational part of the program. During sessions students get to know coaching techniques, also they practice in small groups and try to be coaches as well as coachees for each other. After passing theoretical part, attendees should conduct several coaching practices with current 1st and 2nd years bachelor students of GSOM and take the role of a coach. This part of the program takes not less than 15 hours. The program lasts for 2.5 months. After successfully passing the program, a student gets the GSOM SPSU certificate. (Go for Coaching!, 2020)

“Go for Coaching” program is developed basing on golden standard of International Coaching Federation which is the most well-known coaching institution in the world and develops

² In English: “In search of the identity: how to create a unique career plan” (author’s note)

³ In English: “Personality type management” (author’s note)

competences of the attendees in accordance with 11 core competences of International Coaching Federation (ICF). (ICF, 2020)

The educational goal of the program is to teach the attendees professional basic coaching skills and coaching techniques in career counseling. According to the presentation of the results of the Coaching Center of GSOM SPSU (Центр Коучинга Центра Карьер ВШМ СПбГУ, 2021), among the learning outcomes of graduates there are:

- Acquisition of a system of skills for conducting career coaching;
- Conscious management of yourself and your development in the context of global changes;
- Integrating a coaching approach into your leadership style;
- Formation of the ability to increase personal nonstop efficiency;
- Skills to support people as they move towards results.

It is worthy to note that all of these competences are closely related to the concept of emotional intelligence developed by D. Goleman, and also are connected with psychological factors that influence the coaching leadership style development of a person discussed earlier in the Section 2.

Currently, the main criteria for selecting the attendees to the “Go for Coaching” program are: (1) personal motivation of the candidate which is evaluated by the small essay when applying the program on the reasons to come, goals and expectations from the program, and (2) individual interviews with the supervisors of the program. For now, the average grade of this program which is given by its graduates is 4.8 out of 5, which is rather high, therefore, the attendees are satisfied with the skills and knowledge gain on the program. (Центр Коучинга Центра Карьер ВШМ СПбГУ, 2021)

The supervisors of the program are certified coaches: Maria V. Dorokhina, director of the Coaching Center of GSOM, and Andrei L. Zamulin, as. Professor of the Department of Organizational Behavior and Personnel Management at GSOM SPSU.

3.3. Other coaching training in Russia

If consider other coaching providers in Russia, there are mainly three levels of them which are coaching institutes with internationally certified coaching education, educational organizations such as universities, and career coaching consultancies including individual career consultants.

Firstly, the institutes with internationally certified coaching education will be introduced. The biggest worldwide coaching organization is International Coaching Federation (ICF), which

provides high level of coaching education as well as professional coaching consultations (International Coach Federation, 2020). Most of all other coaching institutes and organizations tend to get the certification of ICF to be considered as professional coaching providers in the world. In Russia, there is a subsidiary of ICF which is ICF Russia, and it also provides education and consultations in the coaching field (ICF Russia, 2020).

There is also worldwide known Erikson International Institute, which is certified by ICF, and its subsidiary is also located in Russia (Международный Эриксоновский Университет Коучинга, 2020).

Other Coaching Institutes that provide professional high quality coaching education and consultancy are, for example, European Business Coaching Center, International University Global Coaching, Coaching Institute, International Coaching Academy, ICP Centre, and many others which are presented on the webpage of ICF Russia (ICF Russia Chapter, 2021).

The second category of coaching industry players is Universities which provide coaching education. Among Russian Universities, there are not so many of them which offer coaching education, however, for now more and more educational organizations start to develop their own coaching and career orientation programs as well as psychological help for students. GSOM Coaching Center is one of the first organizations that catches the new trend, so we can conclude that among other Universities our is a kind of “first comer” to the new market of coaching education.

In this category of coaching education providers there are such competitors as Skolkovo Moscow School of Management which provides professional education on leadership as well as coaching. Their educational programs are more relevant for Chief Executive Officers (CEOs) and senior managers. There are two programs in coaching which are Team Coaching and Individual Coaching (Skolkovo Moscow School of Management, 2021 (1); Skolkovo Moscow School of Management, 2021 (2)).

One more University which is included in this type of coaching providers is the Higher School of Economics (HSE). It has the Master’s program “Psychoanalysis and psychoanalytic business consulting” which is highly related to coaching (HSE, 2020), and also it provides individual coaching consultations for students. However, there are no courses and intensives for coaching education, so we cannot compare the Master program of HSE and coaching programs that are provided by GSOM Coaching Center because of academic hours difference.

Finally, the third group of coaching providers is career coaching consultancies. These are usually small organizations that offer one or several coaching programs and basic career coaching consultations. These could also be individual coaches who can provide coaching in companies as external experts.

Among others we can highlight such career consultancies in Russia as CareerWay⁴, Association for career counseling and support (in Russian “AKKC”)⁵, Elena Chelokidi’s Coaches and Mentors Development Center⁶.

All the three types of coaching providers include many interesting organizations which aimed at developing such a new approach as coaching. The only organization which is appreciated all over the world is ICF and all other coaching centers tend to approve their programs by ICF certification. Talking about the competition on the market of coaching education and coaching consultations, we can say that GSOM Coaching Center is the most probable competitor for all the groups considered above, however, not a direct one as there are a lot of specific features which are free basis of education available only for GSOM students and yet lack of ICF certification of coaching programs.

As for individual coaching consultations, GSOM Coaching Center provides such consultations and they can be compared with individual psychological or career consultations of other Universities such as MGIMO⁷, MSU⁸, HSE⁹, Peter the Great St. Petersburg Polytechnic University, ITMO University¹⁰ and some others.

3.4. Coaching training in the world

Coaching training is well developed abroad, especially in Europe and USA. (ICF, 2020) Nowadays, Universities abroad have coaching training for different levels of education as well as coaching workshops and free seminars devoted to coaching to make students familiar with this area, these trainings and events are made for all the levels of education including bachelor, master, and executive education.

⁴ CareerWay (website) <https://www.careerway.ru/#slider> (28/05/2021)

⁵ AKKC (website) <https://careerconsultants.ru/#about> (28/05/2021)

⁶ Elena Chelokidi’s Coaches and Mentors Development Center (website) <https://center-ch.ru/o-центре/> (28/05/2021)

⁷ MGIMO (website) <https://english.mgimo.ru> (28/05/2021)

⁸ Служба психологической помощи студентам, аспирантам и сотрудникам МГУ имени М. В. Ломоносова (in Russian, website) http://www.psy.msu.ru/about/psy_help/ (28/05/2021)

⁹ Центр психологического консультирования ВШЭ (in Russian, website) <https://www.hse.ru/cpc/> (28/05/2021)

¹⁰ Медико-психолого-социальный центр (in Russian, website) https://itmo.ru/ru/viewunit/87203/centr_socialnoy_podderzhki_obuchayuschihnya.htm (28/05/2021)

For instance, at Columbia Business School (USA)¹¹, for easier adaptation and assistance at the beginning of a career path, special coaching consultations are carried out for freshmen. Then, at University of Pennsylvania (USA)¹², there is also a special coaching program for freshmen, and there the coaching roles are occupied by senior students. At Humboldt Universität Berlin (Germany)¹³, on coaching training programs students are taught by doing and conducting coaching sessions. Undergraduate and graduate students are invited as clients. MIT (USA)¹⁴ runs the Student Success Coaching Program online, where coaches and students meet weekly in the Zoom application for 15 minutes and discuss the necessary questions. At Mannheim Business School (Germany)¹⁵, professional coaches are involved in the process of teaching students, and they help develop leadership qualities. At WHU (Austria)¹⁶, graduate students within the framework of a special program are given the opportunity to become a coach for students in grades 10-12.

As for full-time coaching education, there are also several programs abroad. For instance, at Florida Christian University (USA), there is Bachelor of Arts in Coaching¹⁷. Then, at Liberty University Online there is Bachelor of Science in Psychology – Life Coaching¹⁸. Among Master's programs, there are Career Development and Coaching at University of Warwick (UK)¹⁹, School and Counseling Psychology with an Emphasis in Positive Coaching at University of Missouri (USA)²⁰, Master in Coaching and Business at Instituto Superior Europeo de Barcelona (Spain)²¹.

4. METHODOLOGY

The qualitative approach was chosen for this research as it allows to investigate the opinion of young professional in the field of business and management about the factors that influenced their

¹¹Columbia Business School – Leadership Coaching: <https://www8.gsb.columbia.edu/leadershiplab/coaching> (28/05/2021)

¹²University of Pennsylvania – Freshman Coaching Program: <https://diversity.seas.upenn.edu/freshman-coaching-program/> (28/05/2021)

¹³Humboldt Universität Berlin – Psychologische Beratung (in German): <https://www.hu-berlin.de/de/studium/beratung/psyber> (28/05/2021)

¹⁴Massachusetts Institute of Technology – Undergraduate students: Student Success Coaching Program: <https://covid19.mit.edu> (28/05/2021)

¹⁵Mannheim Business School - Personal & Leadership Development: <https://www.mannheim-business-school.com/en/mba-master/essec-mannheim-executive-mba/personal-leadership-development/> (28/05/2021)

¹⁶WHU – Otto Beisheim School of Management – MBA students coach the next generation <https://www.whu.edu/en/magazin/campus-duesseldorf/mba-students-coach-the-next-generation> (28/05/2021)

¹⁷Florida Christian University – Bachelor of Arts in Coaching: https://www.floridachristianuniversity.edu/course-bachelor-of-arts-in-coaching_107.html (28/05/2021)

¹⁸Liberty University Online – Bachelor of Science in Psychology – Life Coaching: <https://www.liberty.edu/online/behavioral-sciences/bachelors/psychology/life-coaching/> (28/05/2021)

¹⁹University of Warwick – Career Development and Coaching: <https://warwick.ac.uk/study/postgraduate/taught/courses-2020/careerdevelopmentma> (28/05/2021)

²⁰University of Missouri – School and Counseling Psychology with an Emphasis in Positive Coaching: https://missouri.edu/?_ga=2.156014075.1318293401.1594368710-1072904836.1594368710 (28/05/2021)

²¹Instituto Superior Europeo de Barcelona – Master in Coaching and Business: <https://www.onlinestudies.com/Master-in-Coaching-and-Business-Management/Spain/ISEB-Instituto-Superior-Europeo-de-Barcelona/> (28/05/2021)

paths of developing coaching leadership style and effects that appeared after passing coaching training. It is important to compare theoretical frameworks that were considered earlier with the reality to be able to reflect the actual picture of coaching training and CLS formation and structure existing scientific information into the conceptual model.

Semi-structured interviews are used to understand the opinions, thoughts, and intentions of young professionals who are starting or already practicing coaching leadership style. (Rawley, 2012) It is interesting to know how they took the decision to choose the coaching leadership style, how they implemented coaching in their professional field, what are their personal characteristics and other prerequisites to stand in a current point using a brand-new approach of developing and motivating people while using coaching. (Saunders et al., 2007)

There are 13 interviews passed with the graduates of “Go for coaching” program of the Coaching Center of GSOM. The target audience was chosen due to several reasons and makes the results of the research reliable enough.

Firstly, especially Graduate School of Management (GSOM) at St. Petersburg University, Russia, was chosen due to the fact that this business school has reach history and passed a long evolution of business education. For now, GSOM is one of the best business schools in Russia which is proven by the number of accreditations acquired and the presence of GSOM in different national as well as international business schools’ rankings.

For instance, GSOM is the first business school that acquired EQUIS accreditation in 2012. Only after that time other Russian business schools started to get such accreditation. Also, GSOM obtained AMBA, ACA, ICAEW Accreditation. (GSOM (1), 2021)

As for national ranking, in MBA.SU ranking GSOM took the 1st place for 2011-2016, then the 2nd place 2017, then again the 1st place in 2018, and 2nd place in 2020 (MBA.SU, 2021).

As for international rankings, for the first time GSOM is listed in the Financial Times Executive MBA Ranking 2020 of the world's 100 best Executive MBA programs (GSOM (2), 2021). Then, GSOM is currently listed in some other well-known international rankings. The current positions are shown in the Table 7.

Table 7. GSOM in international rankings

Ranking	Position of GSOM
Financial Times European Business School 2020	51
Financial Times Masters in Management 2020	41
Financial Times Executive MBA Ranking 2020	93
WhichMBA? Masters in Management (The Economist) 2019	38
QS Global Executive MBA Ranking	97
QS Masters in Management 2021	101+
QS Master in Finance 2021	101+

Source: *GSOM (2021) International Rankings*. Available: <https://gsom.spbu.ru/en/about-gsom/ranking/> (03/06/2021)

Secondly, as it was said earlier in the section 3.2., “Go for Coaching” program is based on the Golden standard of ICF (ICF, 2021) which means that it corresponds to high standards of coaching education. It also develops necessary competences of coaches in relation with 11 competences of ICF (Центр коучинга Центра Карьер ВШМ СПбГУ, 2021; ICF, 2021). The teachers of the program are certified coaches. Therefore, the quality of coaching training for young professionals in business and management field is high.

Thirdly, all the interviewees are young professionals who finished their degree no more than 3 years ago on the moment of passing coaching training. For now, all of them are working, therefore, they can share their experience on how coaching is useful in their professional practice. Therefore, the target audience is chosen in accordance with the focus of the current research.

For now, there are three graduation years with alumni – 2019, 2020, and 2021. The invitations to participate in the interviews were sent to all three chats in Telegram accordingly to the year of program’s graduation where all the participants are. In addition, the personal invitations were sent to every “Go for Coaching” graduate in order to get the higher response rate.

Semi-structured interviews have there the basis of six open questions that are used to shape and guide the dialogue in the right direction. However, the conversation with each interviewee is open in order to get as much information as possible. The main six questions are the following:

1. What has changed in your leadership role when you started to implement coaching in your practice?
2. Did you have some prerequisites that you think might lead to coaching leadership style formation?
3. How do you implement coaching approach in your everyday and professional life?
4. In what situations coaching leadership style is more effective for you?
5. What challenges and opportunities do you have regarding coaching leadership style application in your practice?
6. Did you have a mentor in your life that used coaching leadership style? If yes, did you want or have an opportunity to learn something from his/her approach to leadership?

There were also two additional questions. The first one was aimed at understanding whether the participant uses a mix of leadership styles or only one particular leadership style: “What leadership styles are close to yours? You can choose any number of options” and provided six options of leadership styles according to (Goleman, 2000). Another additional question was devoted to the possible development of “Go for Coaching” program, therefore, it is closely connected with the consulting aim of the research: “What would you like to improve in the program for the future?”

All the interviews were held by telephone communication as it allows to reach the participants from different cities or even countries. This type of interviewing has its drawbacks such as do not getting eye contact, not seeing the emotions of the interlocutor. On the other hand, the conversation is pretty much similar to face-to-face communication.

The answers were then written down by quotations during conversations with permission of the participant. Then, all the answers were translated into English as originally conversation was held in Russian.

Firstly, the factors that lead to CLS formation of a manager are analysed one by one. To do this, the citations of the participants are provided with the relation to considered literature and theoretical frameworks and interpretation of the author. For instance, psychological factors would be evaluated with the help of Triangle Coaching Model by (Noer, 2005). As it was discussed earlier, the Triangle Coaching Model allows to evaluate the level of presence of coaching leadership style by 3 dimensions: (1) assessment, (2) challenging, (3) support, which were described more narrowly earlier in this research.

Triangle Coaching Model will be considered from two perspectives. Firstly, from the answers of the participants, the analysis and conclusion will be made on how the “Go for Coaching” program

itself influenced graduates' development through Triangle Coaching Model. Secondly, the development of all the three components of Triangle Coaching Model will be investigated from the perspective of graduates' learning and improving these competences. Every participant's answer was evaluated by Triangle Coaching Model, and the conclusion is made on whether these components are developed by the managers.

Then, emotional intelligence factor will be interpreted by Emotional Intelligence framework based on (Goleman, 2000). By the definition of Daniel Goleman, Emotional Intelligence (EQ) means the ability of a person to read and understand both own emotions and emotions of other people and therefore take it into account when choosing how to act further. EQ includes 5 components:

- 1) Self-efficacy — ability to identify own emotions and motivation when taking a decision, understanding of own strengths and weaknesses, own goals and values.
- 2) Self-regulation — ability to control own emotions.
- 3) Motivation — ability to strive for own goals.
- 4) Empathy — ability to understand and take into account emotions and feelings of other people while taking a decision.
- 5) Social skills — ability to build relationships with people, guide people.

Then, after considering factors that lead to CLS formation, we will focus on the effects that coaching training bring to managers for their further development in coaching field. In this part, the prerequisites to choose “Go for Coaching” program will be analysed as well as the skills acquired during the program and challenges facing after finishing it.

The overall methodology path is shown on figure 4.

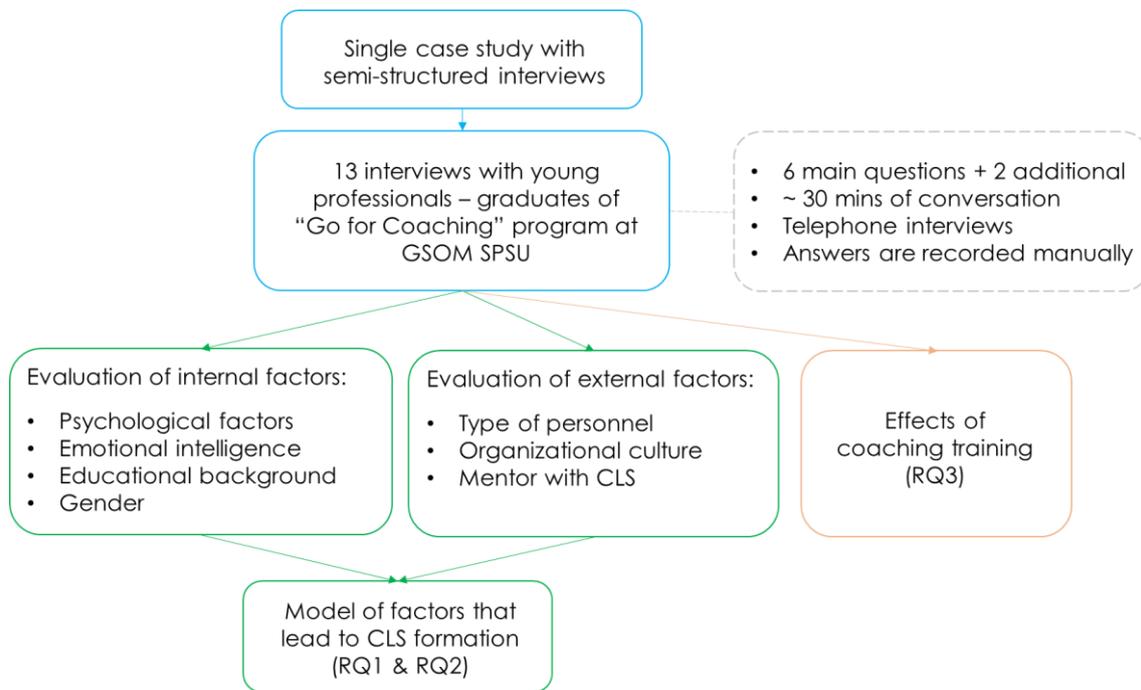


Figure 4. Methodology of the research

After the analysis, the answers on research questions will be given. Then, consulting requests from the client will be also answered. Finally, practical and managerial implications will be given as well as the theoretical contribution will be discussed.

Semi-structured interviews method has one serious limitation which is subjective opinion of an interviewee and subsequent interpretation of the author. However, this work is aimed at understanding the opinions and thoughts of the participants as the research is of exploratory character, therefore, the aim is to find ideas that can be then proven scientifically and quantitatively in future research.

Talking about the results of the research, we should say that they can be generalized to other institutions that provide coaching training as, first, the developed model of the factors and investigated effects of coaching education will be applicable for other cases of coaching programs in business schools (Saunders et al., 2007), and, second, the developed model will be of the conceptual type, therefore, it would be valuable to use this model for further quantitative research in order to get more objective results and to be applied scientifically.

5. FINDINGS AND ANALYSIS

On the date 10 June, there are 13 interviews conducted with the alumni of “Go for Coaching” program of GSOM who are young professionals in the field of management. The results of the interviews are shown further in this section. All the participants’ names will be hidden under the

numberings. For example, there will be Participant 1, Participant 2, etc., or P1, P2, etc. All the interviewees agreed that the author will include their citations into this research. The interviews as were held in Russian as for interviewees this is a native language. All the responses are translated in English for the research.

The general profile of the participants is shown in the Table 8.

Table 8. General profile of the participants

Number of interviewees	Graduates of 2018/19	Graduates of 2019/20	Graduates of 2020/21
13	4	7	2
Total number of graduates in year	9	11	16
Total number of attendees	22	28	29
Response rate	44.4%	63.6%	12.5%

Therefore, we can see that, on average, only 45,13% of attendees finally graduate the program. It is important to understand the reason why attendees decide not to finish it. There could be a lot of reasons, for instance, they feel that it is not what they desire, the program did not meet their expectations, there was no free time for passing it. However, the main issue here is to give the candidates the full understanding of what to expect on the very beginning. On the other hand, “Go for Coaching” program is more about the opportunities for students and alumni than about the strict selection of attendees. That is why “Go for Coaching” is open for everybody who has at least few interests to coaching or would like to familiarize themselves with the new approach.

The response rate of this research is rather high and is equal to 44.4% for 2018/19, 63.6% for 2019/20, and 12.5% for 2020/21. Low response rate for 2021 since more graduates are current students.

In addition, it is noteworthy that the majority of attendees of “Go for Coaching” program are female as for 2018/19, 2019/20, 2020/21 years there were only 2, 4, and 1 males participated in the program. This trend is interesting, and in the literature, it is mainly stated that, indeed, coaching is associated with female leadership, and by the means of coaching women are able to develop own leadership style which usually is featured by the teamwork, desire to set a rapport with

colleagues, result orientation (Bonneywell, 2017; De-Valle, 2014; Followell, 2013; Skinner, 2014)
However, this topic is not the focus in this research.

5.1. Analysis of coaching training prerequisites

In this section, the prerequisites that lead young professionals to the choice of coaching training are discussed. We will start from the analysis of the question number 2 from the list of questions for the interview.

Q2. Did you have some prerequisites that you think might lead to coaching leadership style formation?

The first group of answers: internal motivation.

P1: "I came to the coaching course in order to learn how to understand people better – and understand myself better... People are motivated by very different things."

P2: "...I wanted to really understand people who live in a completely different way – why is this happening?"

P12: "I worked as an online event specialist, there was no leadership in the activity. However, I have always liked the HR topic, I like communicating with employees."

The first group of answers is related to the internal desire of the participant to choose "Go for Coaching" program and then apply coaching leadership style in the practice. Here the participants highlight their interest in people, their personal background in HR or psychology, their beliefs that people are the key factor of success in any work. This can be referred to the theory of emotional intelligence as the interviewees talk about the interest to know other people's motivation, inclination to some behaviour, understanding them better.

The second group of answers: external motivation.

P3: "The second reason that led me to the coaching leadership is my desire to find deep motivation for my colleagues and partners. When you know the deepest interests of people, their deepest values, it is much easier to manage people than a carrot and a stick."

P4: "I had a parallel growth at work, and the subordinates appeared. When I figured out the work schedules and responsibilities, I realized that it was necessary to find a common language with subordinates and find an approach to everyone, so I went to the program."

P6: “Development of communications, work with emotional intelligence ... Our organization has a rather flat structure, so we often need to work with cross-functional teams, where you often act as an informal leader.”

In the second group of answers, the motivation to develop the coaching leadership style was based on the workplace specificities. For some participants, it was important to develop new skills of communication with colleagues as it would facilitate the job success.

The third group of answers: the opposite approach to coaching leadership style.

P3: “I realized that in my past leadership style, I was losing sources of information – other people's insights...I wanted to change my model [of behaviour] in order to get more opinions from different people, to enrich myself with them and to become better...”

P4: “I am used to a rational approach, to the fact that there is always an objective and the only correct solution to a question, like in mathematics: you can calculate and say how to act in the most optimal way. I began to understand that it is important for a person to feel that he is appreciated, that he has influence. After 2.5 years in business, I felt that I lacked the skill of empathy, the skill of putting myself in the shoes of another person.”

Finally, the last reason to develop the coaching leadership style that was to come to more democratic leadership style and take into account people’s points of view.

In the second question, the answers are more different than in the first. In particular, for every individual, different reasons were to make a step on the coaching path. For somebody, this was personal way of motivation. For another person, it was the interest of communication with new people. Another reason was the inclination for self-reflection and a wish to understand themselves better. However, there are two common lines between all these answers. One half of interviewees says that it was important for them to understand people better. Another part claimed that the background led them to coaching, for instance, the interest in psychology or for HR.

5.1.1. Triangle Coaching Model interpretation

In this section, Triangle Coaching Model will be illustrated by the results of the interviews. On the one hand, “Go for Coaching” program was an applicator of Triangle Coaching Model as it has given certain support, challenge, and assessment for the participants.

For instance, assessment component is mentioned in the following answers of the participants:

P1: "I began to ask myself a question like "What is stopping me now? What do I need to do?"	The participant can reflect on own decisions and difficult situations, analyze on her own.
P2: "I made an important conclusion for myself that I stopped looking for some type of leadership that suits me. Probably, in the end I have some kind of it, but ... I realized how important an individual approach is."	The participant realized an important idea for her that there could be a mix of leadership styles, but not one exact that is not yet found.

Then, the second component which is challenging was cited by the participants as following:

P2: "I wanted to really understand people who live in a completely different way – why is this happening? And coaching helped me a lot, you know, to open up to some new faith, a new worldview, a new concept of outlook on life, and just accept it."	The participant learned how to understand people who behave in completely different way, and succeed
P4: "At some point I heard about coaching, and it was strange for me to find out that in some situations you just need to listen and be silent – not express your point of view and value judgment. I am used to a rational approach, to the fact that there is always an objective and the only correct solution to a question, like in mathematics: you can calculate and say how to act in the most optimal way."	The participant got used to the idea that everything has only one side, but coaching program changed his opinion.

Finally, the third component which is support is illustrated by the interviewees in their answers on the sixth question about their mentors with coaching leadership style. It is noteworthy that graduates respond warmly about the teachers of "Go for Coaching" and there was inspiration in their words, that is, they felt the support from them.

P8: "Well, the only thing I can say here is that, probably, our coaching courses ... we talked with the teachers, and this helped a lot to understand the coaching approach, and how it is applied... and, of course, I definitely adopted some things, everything that I told now, I use it in my work. Only from our coaching instructors. In the company – no, I didn't have such people, unfortunately."	The participant answered that the teacher has shown on his own example how to use coaching approach, and it was valuable for the interviewees.
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On the other hand, after passing the “Go for Coaching” program, the participants also acquired some skills and knowledge that developed all the three components that are included in Triangle Coaching Model. Moreover, it should be mentioned that in this research Triangle Coaching Model is used to evaluate psychological characteristics of the graduates that lead to the coaching leadership style application.

The assessment component was mentioned by the participants in the following way:

<p>P2: “This is probably what I carried (from the program) and still carry with me – an individual approach. And listening more. I see that when you understand a person, you can help him more, and establish contact with him, and plus your interaction will be qualitatively different.”</p>	<p>The ability to find the right way to communicate with every person is important for the objective evaluation of the interlocutor’s request.</p>
<p>P7: “Coaching tools are about maintaining the objectivity of the situation and at the same time not losing empathy. I have developed communication and strategic competencies.”</p>	<p>The participant thinks that strategy and objective thinking are important in any communication.</p>

The challenging component is presented by the following citations:

<p>P1: “After completing the coaching program, I began to ... not answering people right away how they need to behave, but rather trying to get them to come to this decision by themselves.”</p>	<p>The participant is sure that the person can find the solution of some complicated issue on their own, and therefore try to lead him or her to the answer</p>
<p>P8: “First, I began to look differently at some problems, at difficult situations. We in the team write down a clear plan, in general we have done the same before, but now I use some interesting questions, for example, "Imagine a situation that we have already achieved this, how would we have achieved this?" I ask my colleagues some questions, and this is how we brainstorm.”</p>	<p>The participant is sure that the plan of action is needed to get the results, and that in the team everybody should participate in preparing it.</p>

The last component which is support was mentioned as following:

<p>P2: “I do not give advice, namely, I try to ask questions, adopting their paradigm of life, abandoning my ego and asking them a question like “What do you like? Why don't you like it? What lies behind your unwillingness to do</p>	<p>The participant got the positive feedback from her colleagues that they feel better after their conversation.</p>
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something?” I notice that some people even began to say to me: "It's cool with you, as with a psychologist. I talk to you – and there is no condemnation from your site. This is very valuable.”	
P3: “...it just strengthens relationships with people, because when you know how to listen to a person, you can help him, including through coaching methods, this increases your value. Because a person understands that you are not just saying like "Yes, everything is fine, I support you", but you can qualitatively support him.”	The participant says about direct psychological support of other people.

All in all, it can be concluded that the graduates of “Go for Coaching” program successfully acquired all the three components of Triangle Coaching Model which is essential for coaching leadership style application. Moreover, “Go for Coaching” program itself uses all three components of Triangle Coaching Model.

5.1.2. Emotional Intelligence framework interpretation

In the Emotional Intelligence framework developed by D. Goleman, there are the following components: self-awareness, self-regulation, motivation, empathy, and social skill. In the Table 9, each component is illustrated with the citations of the interviewees, which can prove that the graduates have developed their emotional intelligence.

Table 9. Emotional intelligence development of “Go for Coaching” program graduates

Component	Citation	Interpretation
Self-Awareness	P3: “I moved from a period when I was authoritarian, I was for dictatorship and totalitarianism. I didn’t listen to people, but only pretended. Over time, I noticed that this style of leadership – without the voice of others – led to the fact that I myself steal talents, new insights from my team, and conduct activities only by the opinion of one person – myself.”	The participant realized that he should change the leadership style
Self-Regulation	P1: “I began to ask myself a question like “What is stopping me now? What do I need to do?”	The participant started to reflect on her actions and further steps

Component	Citation	Interpretation
	P7: “Coaching tools are about maintaining the objectivity of the situation and at the same time not losing empathy.”	The participant finds coaching as a tool to think objectively
Motivation	P8: “I use it in team work, plus, when one of my employees felt some kind of emotional burnout, did not understand what to do next – leave work or something else – I spent several coaching sessions with him just to understand that even though a person was really cool in the team, but if he feels squeezed, is no longer developing, then, of course, he needs to move on.”	The participant tends to communicate with those colleagues who do not feel the motivation and solve this issue
	P2: “I realized how important an individual approach is. That is, let's say... I could listen to their personal problems, spend a lot of time with them to talk, just listen and, perhaps, somehow help, direct ... and it became easier for them... And, for example, other people – they don't need to talk much at all, you just give them a task and just ask, and preferably with a clearer deadline”	The participant tries to find the individual approach for motivating people
Empathy	P3: “When you get some kind of synergy from different views something interesting happens... I started listening and hearing people.”	The participant developed the skill of hearing what people say
	P9: “First of all, now I do not give unsolicited advice, I analyze what the person said, what his needs are, maybe you just need to listen to him, and he is able to find a solution on his own.”	The participant understands the needs and feelings of other people and act accordingly
Social Skill	P9: “In relationships at work, of course, there is a hierarchy, but in my team, I try to build informal relationships with trust and friendliness.”	The participant builds friendly relationships with teammates

In general, all participants mentioned a lot of things about the elements of emotional intelligence, this means that emotional intelligence plays an important role in the coaching leadership style application as it facilitates the whole process of communication, understanding people’s needs, and acting with regard to their feelings. Also, the participants are reflective to their own actions, that is, they have self-awareness and self-regulation developed as well.

5.1.3. Presence of the mentor with coaching leadership style

The questions 6 from the list of interview questions is directly related to the factor of mentor presence in the life of the person who now apply coaching leadership style, that is why this question will be considered in this section.

Q6. Did you have a mentor in your life that used coaching leadership style? If yes, did you want or have an opportunity to learn something from his/her approach to leadership?

In the sixth question, we can see that all except for one interviewee said that they had or now have such mentor with coaching approach or something close to it who left the memories so that the interviewees were ready to talk about them. It is interesting that two out of six interviewees have coaching approach in their families, and maybe this was an important factor to develop coaching leadership style in themselves.

Only one participant said that there was no such mentor with coaching approach, but this can be an exception as the person does not have mentors at all and believes that everything should be reached only by the person's own experience.

As for the mentorship, all the participants highlight some things that inspire themselves and what they want to learn from their mentors. For instance, for the Participant 2, her family member became a mentor with coaching approach:

P2: "I cannot say that I have ever had a mentor who used a coaching approach. But, probably, I can tell about my father. In many ways, he uses it [coaching approach] in his life. This is an approach of unobtrusive communication. <...> My father asks questions very competently and never uses any value judgments."

Then, five participants said that their mentors are their leaders on the workplace, and that they also use coaching tools although may not know what exactly the coaching is. The examples of such answers are provided below:

P1: "At work now, when I was still doing an internship in my company this summer, I had a leader ... and she studied at the coaching institute. We had constant feedback, we analyzed how it was, why it worked, why it didn't work... And I would really like to ask people for feedback myself."

P7: "My boss has a well-developed empathy skill, he listens very attentively to employees, is always open to questions, and you can contact him. I once had a difficult situation ..."

P9: “Now, I have an HR manager in one of the departments who is looking for personnel for this department. You can always turn to him, and he also asks very correct questions that allow you to look at the situation in a different way.”

P12: “It’s my current leader. He rarely gives advice, always gives the first opportunity to propose an idea, is open to new ideas.”

Some of the participants highlighted that the teachers from “Go for Coaching” program inspired them by using coaching approach:

P8: “Well, the only thing I can say here is that, probably, our coaching courses ... we talked with the teachers, and this helped a lot to understand the coaching approach, and how it is applied... and, of course, I definitely adopted some things, everything that I told now, I use it in my work. Only from our coaching instructors. In the company – no, I didn't have such people, unfortunately.”

Finally, others were talking about their experience to have a mentor with coaching leadership style or just using coaching tools and techniques. In the behaviour of such mentors, it was underlined that they get “into the essence of the problem”; use “coaching approach and... professionalism”; give “a lot of freedom”; listen to the interviewees’ opinion and give a feedback.

There was also an interesting story from the Participant 7 who told about his previous manager that she always said that she used the coaching approach, however, on practice, she always gave her employees the pieces of advice, imposed her opinion, and forced personnel to do the things she finds correct without asking anybody’s idea. This example is an illustration of the article (Castiello D’Antonio, 2018), discussed in the Section 2.2, which claims that nowadays there is some misunderstanding of coaching term and approach, and some people use them in the wrong manner.

All in all, in general, the presence of mentor with coaching approach positively related with the choice of a person of the same approach in his or her practice.

5.1.4. Organizational culture

It was mentioned by several interviewees that organic organizational culture facilitates the usage of coaching leadership style. For instance, there are the following answers:

P6: “Our organization has a rather flat structure, so we often need to work with cross-functional teams, where you often act as an informal leader.”

P1: “As for working in a company ... it also affects. We have such a responsible culture. At least in my department. In my team, in which I work, I really like that you can write to any person with a request – they will help you. Everyone always asks for feedback and gives it, well, that is, there is no such thing that one [person] decides everything.”

P9: “In relationships at work, of course, there is a hierarchy, but in my team, I try to build informal relationships with trust and friendliness.”

To conclude, organic organizational culture positively connected with coaching leadership style application by managers as it has more informal relationships between employees.

5.1.5. Type of personnel

People that are working or studying with the participants in one team also have the positive influence in the coaching leadership style adaptation. For instance, there are the following opinions:

P11: “I will say about my team ... Firstly, there are a lot of opportunities to work with people, to hire new people, there is an opportunity and time to do this ... Also, my manager often recalls my coaching skills and asks me to work with certain employees.”

P6: “Our company is moving towards coaching. A coaching department has appeared, and coaching sessions will be held there. I want to try this.”

Therefore, if there are people around who uses coaching approach or something similar, there would be higher probability that the person will also adopt this approach in his or her practice. In addition, if the employees even do not know about coaching approach and do not apply it in practice, but they are open to try and have an interest to it, this also facilitates the application of coaching leadership style by the manager.

5.1.6. Graduates’ background importance

There is one more possible factor that was interesting to consider. As for the theoretical background, it was said in (Lawrence, 2017) that to be able to apply managerial coaching, the person should have a managerial background first. However, there is a question whether the specialization of managerial background, that is, human resource management, financial management, marketing, or something else, influence the choice of a person to apply coaching leadership style.

According to the interview results and the profile of the participants, there are different universities and difference specializations of the participants. As for the universities, among the participants, there are those who finished bachelor of master programs in Saint Petersburg State University, Higher School of Economics, Russian Presidential Academy of National Economy and Public Administration, Emlyon Business School. As for specializations, these are finance, economics, marketing, HR, GR, general management.

As a result, most of graduates have a specialization of general management, which corresponds to the Master in Management program in GSOM, then it goes to financial management (either bachelor or master program in GSOM) and human resource management, and then marketing. It can be concluded that a manager can have any specialization in management or have a general management and at the same time be interested in coaching approach.

During the literature search, the data on basic education as a factor in the choice of coaching as a direction for development were not found. The results of this research provide important information that the development of coaching skills does not depend on the main specialization. This fact discovers the opportunities for recommending coaching training to students of different specializations.

5.1.7. Model of factors that lead to the coaching leadership style

All in all, the model of factors that lead to the coaching leadership style formation can be made in order to structure all the results of interviews analysis.

Firstly, the internal factors were considered as the prerequisites for coaching leadership style formation, namely, these are psychological factors illustrated by Triangle Coaching Model and emotional intelligence which is considered by the framework of D. Goleman.

As for psychological factors, there are many psychological factors that lead a person to coaching leadership style such as the way of thinking, the way of behaving, mindset, attitude to people. However, they are subjective to evaluate that is why in this research it is difficult to assess them directly that is why Triangle Coaching Model by Noer (2005) was applied. If consider the answers from the participants, most of them include such behaviour as the interest in people, the willingness to develop own personality and others', the desire to build good relationships with colleagues through support and motivation.

Then, the external factors were discussed, in particular, the presence of mentor with coaching leadership style, organizational culture where the person works or studies for now, and the type of personnel there or the overall environment if the person studies.

The existing of mentor with coaching leadership style in the past or with the features of coaching leadership style positively influences the choice of such leadership style by the person. Moreover, some interviewees have their family who helped them to realize that coaching approach is interesting for them. However, this area is not yet much investigated.

Emotional intelligence is an important factor which affects the choice of leadership style. For coaching leadership style, emotional intelligence should be developed on the average of high levels. From the survey results, we see that all participants have average of high level of emotional intelligence, that is why we can suggest that this variable can correlate with coaching leadership style formation. Coaching leaders should be highly conscious to be able to understand and accept other people as they are.

Here the main close environment affects the way leaders will behave. It was interesting to investigate how professional colleagues and organizational culture are important for those who use coaching leadership.

It is worthy to say that not all of participants have the office work. Some of them are students, some of them work in freelance, that is why not always the issue of professional colleagues was important. However, most of interviewees highlighted that their professional social environment is ready and open to changes, that is, people around them are quite flexible.

Organic organizational culture is a good environment to develop coaching leadership style, where the personnel is always ready to help, can give feedback, and just to communicate with each other.

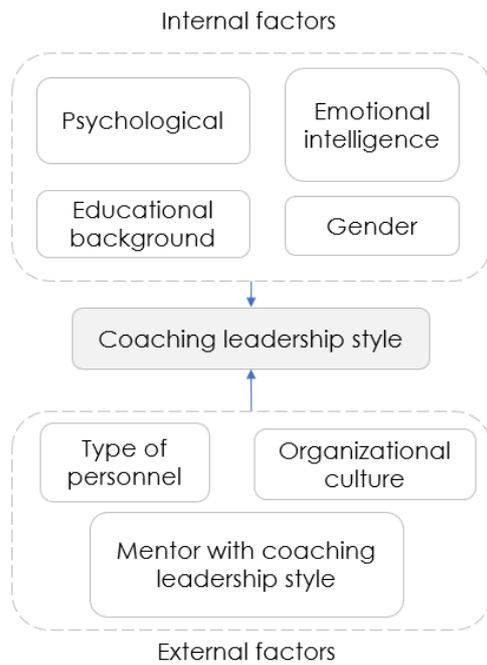


Figure 5. Factors determining coaching leadership style

To sum up, for this research we developed the system of factors that were already considered in different scientific works that could be set as prerequisites of coaching leadership style appearance in a company. On the Figure 2, the factors are grouped into one conceptual model. This model includes those factors that were investigated in the literature review in the section 2. This is the model that should be also proven by the quantitative research and by the qualitative research with broaden sample, especially in the case of educational background and gender, as these factors were not considered in the literature review.

5.2. Analysis of coaching training effects

The analysis of interviewees answers is provided below. For each question there are citations of the participants with the theoretical interpretation, trends analysis and conclusions. Each participant is named as P1, P2, etc.

Q1. What has changed in your leadership role when you started to implement coaching in you practice?

The first group of answers: focus on coaching techniques.

P1: "I began to use the technique of asking [open] questions and not answering people right away how they need to behave."

P4: "Coaching is a kind of philosophy that involves listening more and talking less"

P8: "I began to listen to my colleagues more and ask questions ... not even be afraid to ask questions... We do projects – and most often we prescribe it according to the GROW model. Well, more precisely, I prescribe for myself, and with my team we discuss it this way."

P10: "I can say that I began to use some tools in communicating with colleagues: how to ask questions correctly, try to lead to some idea, well, that is, I use the techniques themselves..."

In these answers we can see that people started to use such coaching techniques as asking open questions, active listening, and listening more than talking. Here the theory of coaching leadership style by D. Goleman could be applied as the participants describe exactly this leadership style and its characteristics. We can make a conclusion that by passing "Go for Coaching" program participants developed their coaching leadership style with the help of common coaching tools and techniques. Some interviewees stated that it was interesting for them to realize that asking the right question can completely change the communication process.

The second group of answers: focus on understanding of people's behaviour.

P2: "I realized that everyone's personality is individual, and it is important to understand each employee."

P3: "When you get some kind of synergy from different views something interesting happens. <...> I started listening and hearing people."

P9: "I also understood that for me to find an individual approach is the only chance to come to the effective teamwork."

The second group of answers is more about developing the level of emotional intelligence, which was discussed earlier in Section 2. Here, the participants state that they try to find the individual approach to their colleagues, take into account everyone's opinion and appreciate it. It could be added also that these answers are focused more on the successful teamwork.

Therefore, it can be concluded that after graduating "Go for Coaching" program, the participants acquired the skills and knowledge of coaching and started to implement them in their professional field.

Q3. How do you implement coaching approach in your everyday and professional life?

The main group of answers: coaching on the workplace with the colleagues.

P1: “Well, if a person cannot solve a problem, I try to ask just like “What do you think needs to be done?” or “What would you like to achieve?”, “Evaluate on a scale from 1 to 10?”
P2: “I am the head of the marketing department, and in many ways, I combine some HR functions. And I really like it. I can understand a person, a person can understand better me and not only me, but others – and himself too... I do not give advice, namely, I try to ask questions, adopting their paradigm of life, abandoning my ego, and asking them a question like “What do you like? Why don't you like it? What lies behind your unwillingness to do something?”
P3: “What do I get from these methods? I study human values, help build a roadmap for a person. <...> I like people to admire me from the point of view of professionalism, I want people to appreciate my contribution to them – this is a kind of investment in our relationships.”
P6: “There are some colleagues with whom we have different goals. Then you try to formulate the question correctly, not to give your own opinion, but understand the person. It turns out that we are starting from the same thing, just interpreting it differently. This is useful to rethink.”
P10: “I just use tools and techniques like asking the right questions, trying to help colleagues find ways to solve the problem...”

As we can see from the third question, most of the interviewees (79%) use coaching technique in their professional life. Also, the most common technique for all the interviewees is to ask open questions and with their help try to guide the interlocutor to the right actions. The conclusion is that among the participants, almost everyone adopted the coaching leadership style on their work.

In addition, many participants added that they use coaching techniques in their everyday life when reflecting on their own behaviour, or, for example, invisibly helping their friends and relatives to solve some issue through coaching.

Participant 11 said that “it helps to structure the problem, to understand what the ideal result will be, what the steps will be, taking into account also the character and abilities of people”. This is closely related with the characteristic of managerial coaching in (Lawrence, 2017), where it was claimed that coaching method can be used to structure the complexity.

However, some of the participants (4 out of 19 participants) highlighted that they rather do not apply coaching approach directly in their professional practice. Among the reasons, there are lack of time on the workplace so that there is the need to do all the tasks, some participants do not have subordinates at work, therefore, coaching approach is not yet relevant. On the other hand, even

current students of GSOM who passed “Go for Coaching” program use coaching tools in team projects and find them quite efficient for project performance, especially for the teambuilding.

All in all, it can be concluded that communication with the colleagues and building stable and good relationships are an important part of coaching leadership style application in the practices of the interviewees. In the Section 2.1., we have discussed that according to (Lawrence, 2017), there are two points of view on the need of setting a rapport with the colleagues while applying the coaching leadership style. However, the results of the interviews in current research can prove that the communication side is also an essential part of coaching leadership style efficiency as in the honest and trustful conversation with the colleagues it is possible to increase the performance of employees and increase their level of motivation. Moreover, considering (Bass, 1990), this argumentation can be supported by the theory of transformational leadership and its relation to the coaching approach by the interviewee’s answers such as words about being attentive, being interested in every employee, understand personnel’s needs.

Q4. In what situations coaching leadership style is more effective for you?

The first group of answers: conflict situations.

P1: “When, you know, you <...> have some problem: you cannot do something, there is no motivation, you are lost in a dead end, you <...> have no way to go.”
P2: “...this is probably a conflict situation, when there is burnout at work, when an employee has lost faith in himself, or when he simply does not know where to go...”
P4: “When there is a coaching request, a problem, burnout at work, for example.”
P8: “The first is when we have a project and a limited amount of time, and the team is nervous and does not quite understand what they need to do, everyone is in such tension.”
P9: “And when there is a violation of harmony, it is important to make it clear to the person that they can turn to you, they can express everything and rethink by themselves.”

In this group, the participants concentrated on different conflict situations that could be solved by the coaching techniques. This is the most widespread answer that coaching is useful when there is something that stops from achievement of the goal, and most often it happens when the person feels some psychological barrier. The reason why this answer is the most popular is that by the coaching tools such as answers, the honest interest in the person’s situation led to the easier understanding of a person and, as a result, helping the interlocutor to freely tell the story if needed.

For people, it is usual to talk more when something is wrong, and vice versa, when everything is normal, without any obstacles, it will be less probably that the person will need talk about it.

The second group of answers: improving the performance of the team.

P3: "I believe that the coaching approach helps, firstly, in motivating another person – that is, you help them find deep values around which they will build their lives."

P5: "There are different situations, you need to behave differently. The manager should feel good about his team ..."

P11: "...in companies and in teams, in order to understand what is preventing us from moving forward at the moment."
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The second group is more about teambuilding and working with several people simultaneously, while the first group is about one-on-one conversation. Here, the participants highlight how it is important to make the teamwork efficient, to improve the performance, and to achieve the best result. These interviewees think that coaching is useful for the understanding of everyone's expectations and skills that could be implemented in the teamwork.

Besides the two groups of answers that are described earlier, there were given some other situations for which the coaching was called effective by the participants. These are the cases of employees' development and building relationships with colleagues.

Q5. What challenges and opportunities do you have regarding coaching leadership style application in your practice?

The challenges and opportunities to develop more coaching leadership style are different for all the participants, as they all have their own development path, therefore, it is normal to have here the diversity of answers.

For instance, for somebody, it is important to develop some skills that are important for the teamwork:

P1: "Probably, if we talk about teamwork, I would like to learn ... You need to be able to switch from a democratic style to such that you can still simultaneously combine this with action, but at the same time it is not a dictatorial style."
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For another interviewee, it would be useful to recognize the character of the person as early as possible:

P2: “My challenge is the following: to recognize, in the shortest possible time, which is the most effective way of interacting with a person, and is it worth interacting with him at all, because these are, of course, sometimes completely unobvious things.”

The widespread answer was to learn how to delegate more:

P8: “First: to learn to trust colleagues and partners when delegating tasks, because there were cases when I was let down, and now when they give me some tasks...”

Several participants said that for them it is important to make the coaching tools clearer to apply them more correctly:

P2: “That is, I realized that everyone's personality is individual, and it is important to understand each employee. Of course, this cannot be done if we are talking about large companies, but then in this case – each key employee, for example, the head of a department.”

P6: “Now there is a transitional period in the company. It has grown a lot, and now it is deciding what to do with this. You can still come to any employee and ask any question. There is a democratic style of communication so that you can make an appointment with everyone, any initiative can be taken, and this is inspiring. But there are already so many employees that it is difficult to organize everything.”

In addition, several participants stated that while working for the big companies, it is hard to provide coaching sessions for the subordinates, however, there should be an opportunity to apply at least some techniques and by this build the relationships with colleagues:

P6: “I'm learning to ask more open-ended questions, but sometimes, of course, I catch myself giving options. I strive to have more questions and fewer statements.”

P10: “I will need to learn some other techniques in order to communicate with subordinates and achieve results from them, even though they may sometimes not even realize that I am applying something to them.”

Some participants were not able to formulate thoroughly what areas they are planning to develop in the nearest future.

In the fifth questions, it is clear that for every interviewee there are some individual goals to achieve in coaching leadership style. They all are different people, so it is normal that they have their own path of development.

Several leadership styles for successful leader

As it was considered in the section 2.2., according to D. Goleman (2000), choosing multiple leadership styles is one of the hallmarks of a successful leader. There was an additional question for the participants: “What leadership styles are close to yours? You can choose any number of options” and provided the following options:

- Coercive – the leader requires certain behaviour from employees in order to quickly achieve results and a desire to control everything;
- Authoritative – the leader inspires and entices employees by presenting new ideas in order to bring about positive change in the company;
- Affiliative – the leader creates an atmosphere of peace, establishes friendly relations with employees;
- Democratic – the leader achieves agreement, involving everyone in the work process and asking for the opinion of each employee;
- Pacesetting – the leader sets high performance standards by example, thus motivating the team to achieve success in a short time;
- Coaching – the leader develops employees, helps them to go to their career goals, using an individual approach to each.

Among the participants, only 2 responses out of 13 indicated single option of the leadership styles, in particular, one person indicated affiliative, another person indicated democratic. All other participants indicated several leadership styles simultaneously.

In this work, the success of leadership was not assessed, however, the fact that after the program the students identified several leadership styles out of the proposed six at once, indicates that there is a necessary factor for the success of a leader. In any case, it can be seen that coaching does not block the use of other styles. Further research can be directed towards identifying changes in flexibility during the application of leadership styles when learning coaching.

6. DISCUSSION

In this section, the summary of the research is provided with each research question discussed thoroughly. Then, practical implications for consulting client are done. The third part of this

section is devoted to the managerial implications for other organizations that are interested in providing coaching education. Next, theoretical contribution of the research is discussed.

6.1. Summary of the research

In this section, the answers on research questions will be given and the results of the research will be analysed from the perspective of consulting objectives of Master’s Thesis and requests given from the teachers of “Go for Coaching” program.

As for the research questions, there were three of them.

RQ1: What internal factors influence managers’ choice of the coaching leadership style?

In this research, theoretically and empirically it was proven that several internal factors can lead to the coaching leadership style formation of a manager, and in this particular case – of a young professional in the field of business and management. These factors are described in the Table 10.

Table 10. Internal factors leading to CLS

#	Name	Description	Possible influence on CLS formation (derived from the interview results)
1	Psychological	Components of Triangle Coaching Model (Noer, 2005): assessing, challenge, support	Positive
2	Emotional Intelligence	Emotional Intelligence framework (Goleman, 2000)	Positive
3	Gender	Vast majority of graduates of coaching program are female	Positive
4	Educational background	The University and the specialization of management (HR, logistics, finance, marketing, etc.)	No influence

As a result, we can see that psychological characteristics of a person such as ability to support, challenge, and assess other people and high level of emotional intelligence positively influence the coaching leadership style formation of a manager.

Then, it is most probably that females are inclined to coaching approach more than males which is proven by the statistics of gender of the program’s attendees.

Finally, the educational background is supposed to be not influencing as in the case study, there were the participants with different managerial specializations and from different Universities.

RQ2: What external factors influence managers’ choice of the coaching leadership style?

It was found that three external factors lead to the coaching leadership style formation. In the Table 11, the description for these factors is provided.

Table 11. External factors leading to CLS

#	Name	Description	Possible influence on CLS formation (derived from the interview results)
1	Type of personnel	Colleagues are open to changes and newness	Positive
2	Organizational culture	Organic organizational culture with the strive for decentralization and informal communications	Positive
3	Mentorship	Mentors with coaching approach	Positive

From the table we can understand that all the external factors such as the type of personnel, organizational culture, and mentorship with coaching approach positively influence coaching leadership style formation of a manager. All these factors form the professional environment of a person. However, at the same time, these factors can be closely related to the internal factors. Firstly, the person most probably have chosen exactly this environment with such characteristics because of his or her internal character. On the other hand, the environment also influences the internal characteristics of a person. Therefore, this is an open system of external and internal factors that can influence each other and form something new in the personality of an individual and consequently lead to the changes in his or her life.

RQ3: What are the effects of coaching educations for managers in terms of coaching leadership style development?

The effects of coaching education and their influence on coaching leadership style formation were considered from three perspectives. First of all, the prerequisites that led the participants to pass “Go for Coaching” program and start to use coaching leadership style were analyzed from the results of the interviews. Secondly, the pool of competences that graduates acquired during “Go

for Coaching” program were considered. Finally, the challenges that graduates desire to face in developing their coaching leadership style were investigated. All these three components are described in the Table 12.

Table 12. Results of interviews

Stage of “Go for Coaching”	Analyzed information	Characteristics and skills of the participants
Before	Prerequisites to choose coaching	Internal motivation (self-reflection; desire to understand others’ opinion; interest to coaching, psychology, human relations); External motivation (change the position on the work; change in the organizational structure; the need to find an individual approach to employees); Opposite to the coaching approach (giving pieces of advice to people rather than listening to them)
During	Competences acquired	Use of coaching techniques (open and efficient questions, GROW model, listening to a person); Understanding of people’ behaviour and needs; Motivating people; Solve conflict and difficult situations with means of coaching; Improving the performance of a team.
After	Challenges to face	To delegate; To understand deeper the coaching tools and techniques; To take the decision with more confidence; To understand individual characteristics of a person in the shortest period.

All these three stages that were analyzed are important for understanding what effects coaching education brings into the CLS formation of a manager. This is because the path of each person is unique, and the main thing is that is has own history with specific reasons to develop coaching skills, the process of learning, and, finally, current situation with further development which is featured by challenges that the managers face for now.

It can be seen from the table above that the participants had many prerequisites and expectations from the program that are connected with psychological as well as professional factors, and they

can be divided into internal and external factors. Then, there are different competencies that were acquired by the participants during the program, and they continue to develop coaching leadership style and practice it, therefore, they have challenges and opportunities to work on further.

All in all, coaching seems to be a tool that can increase overall motivation level of the team if there is a leader who applies coaching leadership style. It is important to note that such leaders will not use only coaching leadership style but will mix it with some other leadership styles in accordance with the situation.

6.2. Consulting recommendations

Then, the main goal of the consulting project was to provide the recommendations for developing of “Go for Coaching” program. In this section, we will consider every request of the client and give the recommendations on how to improve “Go for Coaching” program of the Coaching Center of GSOM.

1) How to select the attendees to the “Go for Coaching” program?

If consider the first objective, there should be the evaluation of current competences of candidates, for instance, it is possible to check what level of emotional intelligence and level coaching leadership style development they have. There are different methodologies to evaluate the emotional intelligence, for instance, the methodology of D. Goleman could be used by providing the interviews with the candidates including questions related to each of the five components of emotional intelligence framework. Then, Triangle Coaching Model (Noer, 2005) could be also used to evaluate the level of coaching approach application of the candidate.

It should be mentioned that for each assessment of the candidates, there should be two stages: the first one is on the starting point before entering the program, the second one is right before finishing program. Moreover, to reach the 100% response rate from the attendees, it is possible to make the evaluation of psychological characteristics and coaching competences obligatory for passing the program and getting the certificate.

2) What skills do the graduates of “Go for Coaching” program acquire and use in their career?

As for the second objective, the competences were analyzed in the section 5.1. In particular, the graduates started to use coaching techniques in their professional practice: they ask open questions and say that they realized that the questions can be efficient while giving their own opinion is not

always needed for an interlocutor to take the right decision. Also, the participants started to listen to what other people says and accept their point of view without any judgement but as one more idea that can exist. In addition, some of the graduates use GROW model to structure the project work.

The participants started to understand the decisions of other people, how they behave and why, what can be the logic on their actions. This is important for emotional intelligence as they developed its higher levels which are about other people's emotions and feelings. That is, most of the participants already had well developed self-awareness and self-regulation, but also, they improved these levels as well on the program.

Then, motivating people is one more skill that the participants acquired on "Go for Coaching" program. This is illustrated in such words of the participants as that they take care about colleagues' professional development, and when somebody feels upset about their work, the participants try to understand why, and talk to them until the person realize what professional path he or she want to follow.

One more skill is to solve problematic issues with the help of coaching tools and skills. Most of the participants mentioned conflict of difficult situations as the best to apply coaching to solve them successfully. This can be due to the fact that coaching is aimed at understanding and listening to other people's opinion, which is important to come to the consensus.

Finally, the participants improved their skills to lead the team to the desired result. This is one more skill related to emotional intelligence, in particular, it's the highest level which is social skills.

3) *How to accompany the graduates of "Go for Coaching" program?*

To meet the third objective, some answers from the participants were also gathered. In particular, there was an additional question for them: "What would you like to improve in the program for the future?"

The answers were the following:

P17: "The first thing that can be done is a chat with all alumni, where everyone can share their experience. Then, there may be the involvement of graduates, for example, in the educational or practical events for current student. The third thing is integration with GSOM Family Day, for instance, coaching activities, stories from program alumni."

P18: “It seems to me that a chat of alumni is necessary so that you can develop further, for example, conduct coaching sessions with the students from GSOM who have such a request.”

P19: “The practice was much shorter than the theoretical part and work in groups, it seems to me, there should be more practice. Also, of course, it is more interesting to study live than via video communication.”

Therefore, the request to make an involvement of the graduates of the program is made not only by the teachers of the program, but also by the graduates themselves. As a result, for example, Telegram chat can be made for all the graduates of the “Go for Coaching” program. If consider the content of this chat, there can be the following information to involve the graduates and to keep them interested in this source:

- Making case studies on the topic of coaching. For example, consider real cases from somebody’s workplace – conflict situations, teambuilding process, lack of motivation of employees, etc. – to provide the graduates with the ideas on how the coaching can be implemented in such situations;
- Place the requests to provide coaching sessions for the student of GSOM to train coaching skills;
- Share the experience on how everybody uses coaching in their professional field.

Then, it would probably be interesting both for GSOM students and for alumni of “Go for Coaching” program to participate in such event as Family Day as it was said by the Participant 17, and this will bring the inspiration for students and increase the level of interest in coaching.

All in all, the results of the interviews are analyzed and based on them, the recommendations for the client, the Coaching Center of GSOM SPSU, and its program “Go for Coaching” are made. In the next section, the conclusions for the whole research are be drawn.

7. CONCLUSION

In thus final section, the main conclusions will be made on the results of current study. In addition, managerial implications for organizations interested in coaching education and training for managers and theoretical contribution for scientific field will be described. Finally, the limitations and recommendations for further research will be given.

7.1. Main conclusions

This research is devoted to the topic of coaching leadership style formation of managers. In particular, there are two parts of the research. One part is consulting project for the client who provides managers, in particular, young professionals and students in the field of management, with coaching education. The project with practical recommendations is done for the program “Go for Coaching” implemented by the Coaching Center of GSOM SPSU.

The scientific part of the research is narrowed to two main topics which are the investigation of factors that led to coaching leadership style formation of managers and effects that coaching education brings to managers in terms of CLS development.

The main results of this Master’s Thesis are:

- 1) The model of internal and external factors that lead to CLS formation of managers;
- 2) The evaluated effects from coaching education of managers;
- 3) The practical recommendations for the client of consulting project based on client’s request.

In the next two sections, the managerial implications and theoretical contribution are added. Also, the research has several limitations that will be considered further.

7.2. Managerial implications for other organizations

It should be mentioned that all the recommendations given for the “Go for Coaching” program improvement are relevant for other organizations that provide coaching education also. They just should be broadened and then narrowed down to the specific target audience and the focus of coaching education program.

For instance, as for business schools that provide coaching training for young professionals, firstly, it is recommended to include coaching programs in syllabus of bachelor and master programs, or, to make separate coaching programs with full-time education as it is done in some countries and discussed in the section 3.4. This is a great opportunity for managers to get the education in the field of human relations which is important for business and communications in general, without having the background degree in psychology.

Secondly, to choose the target audience to the coaching training, there should be evaluation of the candidates’ competences done. Also, it is important to use ICF competences and golden standard as a basis for syllabus development.

Then, as for the coaching programs, it is recommended to use social media communities not only for the attendees but also for the graduates of the programs in order to accompany them with useful information and further coaching development. It is needed for young professionals and managers in general as it will facilitate the process of adaptation to coaching leadership style and ease the implementation of new approach to the professional practice.

In addition, it is recommended to develop trainings on the coaching related topics, for example, on developing organic culture characteristics in the companies where young professionals work, or how to use emotional intelligence in teamwork. The topics for trainings should be chosen basing on the challenges that the target audience face after passing coaching education.

7.3. Theoretical contribution

As for the theoretical contribution, there are several results. Firstly, it was investigated that the specialization of the students does not influence the choice of coaching leadership style, therefore, coaching education can be interesting and useful for extended audience with no connection to the background education.

Secondly, it was found that mostly women enter and graduate “Go for Coaching” program which can be the indicator for female inclination to use coaching leadership style.

Then, the conceptual model of internal and external factors was developed and applied to the graduates of “Go for Coaching” program which is valuable for current scientific literature in the field of coaching training for young professionals and would be useful for organizations that develop coaching training for such target audience.

Finally, the effects from coaching education were analyzed with their application to the professional practice of the participants.

7.4. Limitations and further research

As for the further research, there are several topics that can be investigated more in the field of coaching leadership style. For instance, further quantitative research of factors that lead to the choice of the coaching leadership style as well as of effects from coaching education would be valuable as for now, there are few scientific proofs on how much different factors influence coaching leadership style formation and what are the results of such leadership style development.

Then, another relevant research can be provided for identifying changes in flexibility during the application of different leadership styles when learning coaching. As it was mentioned before, the

graduates of “Go for Coaching” program have chosen several leadership styles according to (Goleman, 2000) which means that they mix different leadership styles depending on the situation. Also, the gender connection with the choice of coaching is also an interesting field for future research.

Concerning the limitations of the research, we can say that it is clear that the semi-structured interviews will give the subjective answers from the participants as the topic is closely related with the psychology, consciousness, and intentions of people which can affect the results.

Another limitation is a single case study considered in this research. However, as it was said earlier, the model constructed by the means of single case study will be applicable for other cases, and in further research, it is valuable to test it on other cases and in quantitative studies. Then, as for Russian coaching training, it is clear that the case of GSOM is of high relevance as other business schools are only on the starting point of coaching training integration in the education or are approximately on the same stage of this development.

As for the applicability of this research abroad, it should be said that this study does not consider cultural specificities of considered case, that is why cultural perspective should be also taken into account when applying this research in other countries. However, as the topic related to young professionals is still poorly researched, this study can become the basis of further development of this topic.

All in all, this Master’s Thesis includes two fields of the research where the first one is consulting project for the client which is the Coaching Center of GSOM and the second one is scientific research that consists of two research questions.

As for the consulting project, the results and practical implications are given for the client from the perspectives of selecting the attendees, acquiring the competences by the graduates of the program, and making further actions to support the graduates.

As for the scientific part of the research, the model with factors that influence the coaching leadership style formation as well as the effects from coaching education were developed and assessed based on the literature review and taking interviews with the graduates of “Go for Coaching” program implemented in the Coaching Center of GSOM SPSU.

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