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**Coaching as a tool to increase the performance of employees.**

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**Declaration:**

I hereby declare that I am the sole author of the thesis entitled “Coaching as a tool to enhance employee’s performance”. I duly marked out all quotations. The used literature and sources are stated in the attached list of references.

In Prague, on June 23, 2015

Signature: .....

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## Abstract

Companies strive to stand up on the marketplace and prosper. Naturally, hiring the best people is necessary as much as facilitating employees to work at their full potential. This present thesis investigates the relationship between managerial coaching and employee's performance. First, using information from interview of managers. And second, using data from a sample of 102 respondents, multiple regression analysis and Pearson correlation analysis was conducted with SPSS software. The result found indicated that managerial coaching has an indirect impact on employee performances. This thesis provides data on coaching effectiveness.

Keywords: Managerial coaching, management and leadership, human capital, employee performance

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## Introduction

The main aim of an organization is to be profitable. The type of activity, field, industry or country may be different, but all companies seek to generate profits in order to sustain operations. Each company develops its own strategy on how to achieve its goals. Some rely on strong marketing initiatives, while others on logistics or on the stock exchange markets. In order to execute the corporate strategy, a company must coordinate the roles of employees because human resources are the backbone of any organization and support strategy accomplishment. Therefore, having an efficient and reliable staff appears to be a major concern for CEOs. Employees greatly contribute to the well being of any organization and their selection is a critical matter managed by the human resource department. Nowadays, hiring the right worker is not enough; nothing is permanent and the constantly changing economic environment brings new challenges. As a consequence, there is a necessity to support employee development. Several methods have been developed including training, workshops and more recently coaching. The last is analyzed in this research.

Coaching is used as a tool to increase employee performance. There are various approaches, genres and contexts where coaching applies but this research shall focus solely on managerial coaching. The paper investigates the relationship between managerial coaching and employee performance; it analyzes its value towards employee performance. The research provides answers, based on questionnaires distributed to Czech and French companies, regarding the attitudes managers should adopt and how companies should encourage coaching dynamics.

The paper is organized as follows. In the first chapter, existing academic work will be examined in a literature review of the human resource management and coaching fields. The second chapter will talk about the methodology used to conduce this research. The third chapter will present an analysis of the results from the survey. And finally, a conclusion will be developed from all the data collected.

# **Chapter 1: Literature review**

## **1.1 Human Resource Management**

The first part of the research is presented as a description of the role that human resources play within an enterprise.

### **1.1.1 Human resource definition**

Byrd, et al (1999) describes human resources (HR) as the total knowledge, skill, talent, aptitude and creative abilities as well as the value, attitude and beliefs of a company's workforce. It is a resource like any other resource that can be utilized again and again (Rao, 2009). As a consequence, this resource must be managed in the best manner in order to bring out the most total value for the firm.

### **1.1.2 Human resource management**

Before the development of human resource management (HRM) as a standard function, company owner and manager had to hire and fire themselves. It is only in the mid-1920s those tasks have been delegate to people solely responsible of personnel management, Arthur (2004) says. HRM is at the center of the organization, ensuring supply of adequate number of workers with the right competencies for the proper functioning of the firm. Besides the responsibilities just mentioned, this department has also the job of constantly providing motivated workers.

In short, HRM exists in order to employ people, develop their skills, utilize, maintain and compensate their services, and keep the HR policies in line with the corporate strategy and reach requirements (Rao, 2009). However, a social aspect is taken by this function since it deals with people who carry value and beliefs. The needs of these employees matter as much as the needs of an organization. Moreover, employment satisfies the two primary needs of Maslow's pyramid - physiological and safety, as well as the need for belonging. Consequently, HRM has to develop a suitable corporate culture supporting core values of the firm that unify with individual vision (Sarma, 2009). If employees acknowledge the corporate vision and mission,



they will be strongly committed to its actions and ensures its success. Some writers such as Aldisert (2002) argue that corporate culture is by far the most significant determinant of employee satisfaction. In addition, HRM function formalizes activities such as communication, job description and hierarchy throughout the company.

### **1.1.3 Role of human resource in economic entities**

Employees are a vital component of a company and are its primary stakeholder (Clarkson 1995) because of their influence on performance and development of the entity. The role of HR is to capitalize on this resource for attaining the company's main purpose to make profit. As a consequence, they are responsible for creating an appropriate environment or system in which all employees feel committed to the firm's success (Tanase and Stefanescu, 2015). Undeniably, the company and the employees are interdependent, they need each other to survive, and thus collaboration prevails over conflict (Alt et al. 2015). This collaboration contributes for the company perspective, on providing the best incentives to personnel that foster their involvement in corporate goals achievement.

Scholars developed the notion of human capital, which highlights the fact that investment can be applied to people through their consequent training and education that increase ability. Baron and Armstrong (2007) argue that the return on human capital for the employer is enhancement in performance, productivity and flexibility to mention a few, whereas for the worker it is the increase of wages, better job satisfaction as well as better career prospect.

Despite of the different expectations between workers and employers both can be achieved through training and development. Hence, organization's objectives and personnel objectives are closely linked. HRM helps employees to achieve personal goals as long as their goals add value to the company. Sarma (2009) says personal objectives have to be met; otherwise, it may result in a decrease of the employee's performance and satisfaction and cause their departure.

This research focuses on what can be done to improve the quality of the labor force. It could be interesting to investigate the concept of Human Resource Development (HRD).

Table 1: HRM Objectives and Functions

HRM objectives	Supporting functions
Societal Objectives	<ol style="list-style-type: none"> <li>1. Legal compliance</li> <li>2. Benefits</li> <li>3. Union –management relations</li> </ol>
Organizational Objectives	<ol style="list-style-type: none"> <li>1. Human Resource Planning</li> <li>2. Employee Relations</li> <li>3. Selection</li> <li>4. Training and Development</li> <li>5. Appraisal</li> <li>6. Placement</li> <li>7. Assessment</li> </ol>
Functional Objectives	<ol style="list-style-type: none"> <li>1. Appraisal</li> <li>2. Placement</li> <li>3. Assessment</li> </ol>
Personal Objectives	<ol style="list-style-type: none"> <li>1. Training and Development</li> <li>2. Appraisal</li> <li>3. Placement</li> <li>4. Compensation</li> <li>5. Assessment</li> </ol>

Source: William B. Werther , Jr. and Keith Davis, Human Resources and Personnel development, p.15

#### 1.1.4 Human resource development

Human Resource Development is a sub-system often designed by HRM to provide employees with the opportunity to learn necessary skills to meet current and future job requirements (Balakrishnan and Srividhya, 2007). The HRD process starts as soon as employees enroll into the company and lasts until the end of his or her career. Its mission is to improve competences of employees for further improvement in productivity.

There are many factors influencing productivity of employees, however, for this research only three have been retained.

#### *Performance management*

Performance management is a system that establishes a certain performance level for every job or task for its employees. It analyses the performance results, evaluates and takes corrective action for productivity. To be able to develop employee's performance, it is necessary to evaluate their performance against performance indicators. Balakrishnan and Srividhya (2007) Furthermore, the following points must be taken into account:

- Increase motivation and productivity
- Enhance transparency
- Increase commitment toward work
- Establish meritocracy among employees
- Retain top talents
- Develop employees (job & career)
- Improve collaboration among the employees
- Ensure accountability and ownership

The purpose of performance management is to simply improve employee capabilities and thereby manage the company in the most efficient way.

### *Training and development*

Human resource is considered as a valuable asset of the company, therefore, proper training and development of skills can contribute towards efficiency, growth, and productivity of an entity.

Innovation brings new features, possibilities and advancements in the world economy especially through new technology. Technological advancements are necessary for economic growth. As a result, there is an important demand that encourages development of structures such as clusters and research & development departments (R&D) to foster new products and processes. Yet, it has become very rapid and employee must cope with the industry demand and technological advancement, that is the reason why firms need to develop a training strategy for human capital to attain the required skill levels (Sardar, 2010).

It is not only true for new equipment but also for teaching corporate attitude, helping to attain performance standards or when receiving new positions. Sarma (2009) affirms that the trainer should be respected at the company and employees must perceive training as a way to do better at their job while providing the sentiment of higher work satisfaction.

The primary decision making authority within an organization are the managers, who have a close working relationship with their employees. As a consequence, they can identify training and development needs.

### *Employee relation*

Employee relation system formalizes how employee and institution relate to one another. It can shape the attitude of management to employee and vice versa. Employee relation regulates wide range of situations, for instance, it defines disciplinary actions or how company can provide assistance to employee's issues (drug abuse, harassment or stress management...).

Nevertheless, this part will focus on how employee relation helps employee retention and attract new talent.

## Employee Retention

Employees have expectation from the employer and as Arthur (2004) explains from his survey of 1500 employees, appreciation of the work they are doing is what matters most. Hence, the first action to retain workers would be for managers to recognize and acknowledge accomplishment of their staff. Research demonstrates that the number of employees leaving their jobs due to unsatisfactory relationships with their managers is alarmingly high (Arthur 2004). Another reason put forward by Branham is the limited amount of coaching and feedback.

High employee turnover hurts productivity of the company, costs money and forces a restart of the learning process with a new recruit. From the point of view of employee performance, turnover limits the possibility to exploit all the potential from human capital. In addition, when an organization hires someone with potential, it is an investment that will benefit the firm in the long run. Talent management is a real concern for an enterprise. Workforce magazine (2015) says that talent management includes all of the ways a company engages with its employees - from recruiting to training, coaching, succession planning and performance management to fit its business goal and compete in the global market place.

## Attract new talent

During the hiring process a company is looking for the best person for the job on the whole labor market. However, some attract talented people more often than others and there are several reasons explaining this situation. Elegbe (2010) noticed that HRM helps to make the organization be recognized as the best place to work, attract more candidates and retain talent as well. As a consequence, creating a working environment that gives opportunity for growth and rewards effort is mandatory to attract new talent.

## 1.2 Management

Management is an art of achieving objectives by efficiently utilizing all available resources (Ramasamy, 2010). Lawrence A. Appley also provides a valid and extensive definition of management:

“Management is the art of getting things done through the efforts of other people. It concerns itself with guiding human and physical resources into a dynamic, hard-hitting organization unit that attains its objectives to the satisfaction of those served and with a high degree of morale and sense of attainment on the part of those rendering the services”

Managers run organizations and in the following parts I will discuss the exact roles and functions of a manager.

### 1.2.1 Definition of a manager

A manager is the person responsible for a group of staff, objects and company property or activities according to Hoyle (2008). A manager controls and/or administers his assets for running tasks successfully. Managers in the business field rely on people to achieve goals and tasks. They divide activities among teammates in order to achieve team's requirements. It is a way to manage human resources for specific purpose, and it defines their success (Ran, 2000).

Managers must optimize the efficiency of their teams and assist them with the use of his or her technical expertise. To fulfill this position it is important to give meaning to the job, motivate others and take decisions. Moreover, managers also represent the team in upper management meetings.

### 1.2.3 Manager' role

The manager's role is to accomplish specified results together with his team, their capabilities and the resources available. Manager's role is to succeed in creating a culture that fosters and maintains maximal performance both qualitative and quantitative by stimulating and using creativity to bring about effort and innovation, while using problem solving as an opportunity to learn, discover and set up new challenges (Robert R. Blake et Jane S. Mouton, 1987).

To do so, they must assist others to be effective and efficient whatever their personalities or the environment. As a consequence, the person responsible for team management will have to act differently according to the situation and needs. Versatility in adopting the right method of communication towards employees will determine effectiveness of managers. Ran (2000) states that managers have to value their role and learn to value making others productive. Nevertheless, there are books, trainings and lectures available for learning those vital competences, thus it can be assumed that managers can change their managerial style and improve their careers.

There are two kinds of managers, the one who only wants to achieve corporate goals and one who values human capital and cares about its enhancement.

A manager's success depends as well on his or her capacity to satisfy employee's aspiration and needs. Accordingly, he must know each worker's personality and preferences and be able to communicate both individually and to the team. Douglas (1972) states that learning the basic technique of coaching can help managers to fulfill those functions.

Ellis, Carol W (2004) has argued that a manager has to fulfill the following eight roles to be effective:

1. **Leader** – has the long-term vision for the organization. Provides strategy at different levels of management for reaching fixed goals (Johnson, Whittington and Scholes, 2011).
2. **Director** - must outline problems and come up with solutions. He gives everyone tasks and ensures it is done correctly and on time.
3. **Contributor** - a hard worker who motivates others to keep productivity at its highest potential.
4. **Coach** - focuses on development of others through active listening.

5. **Facilitator** - ensures cohesion inside the group. Develops teamwork spirit and avoids conflicts in order to work in to the same direction.
6. **Observer** - pays attention to the overall situation in his team to evaluate if they are meetings goals and to readjust functions for maintaining unity.
7. **Innovator** - has to facilitate change when needed to stay up in the competition.
8. **Organizer** - makes plans and schedules tasks so that all actions are well coordinated to smooth the way for meeting goals.

Nevertheless, the eight roles mentioned above are limited as the manager's role also includes interaction with other parties, such as clients, peers or their own hierarchic superior.

More roles could be attributed to a manager, for instance Mintzberg (1990) has divided 10 manager's roles into 3 categories namely interpersonal, informational and decisional roles.

This research will focus on the coaching part because while all those roles are required to manage others in an organization, coach is the only role that fosters employee development. It would be interesting to define the concept of a manager-coach.

*"The main function of management is direction, motivation and control"*  
(Ramasamy, 2010)

Manager roles and functions have been defined, nevertheless they must take into account individual differences to create an encouraging environment in which strength of each worker is capitalized on and adjusted for interdependence (Buckingham, 2005). Indeed, people are different from each other. Some employees are more productive, some need less interaction with teammates or some are more committed than others to their jobs. Those differences affect management practices and efficiency of the team. However, Hunter (1990, cited by Andrew 2007) affirms that people's behavior depends on the environment as well. Andrew (2007) translates the relationship between personality and environment, which be represented as the following equation:  $B=f(P*E)$ , where  $B$  stands for behavior,  $P$  for the person and  $E$  for environment.

As a consequence, managers must create an environment where each employee is able to work at his best and this goes along with learning and motivating.



#### 1.2.4 Learning

As mentioned above, a company maintains its competitive advantage through its workforce and retrains them for sustaining their quality of work. This has become crucial since the acceleration of technology innovations. Hence, there is a necessity for managers to include learning in their managerial approach. Nowadays, most organizations have incorporated continuous learning in their strategy. It is therefore valuable for this research to understand how people learn.

Andrew (2007) explains that there are three ways of learning a complicated skill - modeling, shaping and cognitive learning. Modeling relates to observation and understanding of behavior required to succeed and analysis of key factors needed to reproduce them. Shaping breaks learning into several small steps provides positive reinforcement to learners and leads to mastering of a specific skill. Lastly, cognitive learning is more natural as it comes from the personality of a learner. For example, a student who learned writing skills in a short period of time, cognitive theory would emphasize that this student may have learned faster than others because he likes to read economic reviews. According to Day (1998) informal learning, which goes under cognitive learning, provides the best result because, even though it does not necessarily relate to the goals of the organization, it might benefit the company in other ways over the long term. Mattox and John (2012) indicate that 70 percent of learning comes from informal situations, 20 percent from feedback and only 10 percent comes from actual training.

Considering informal learning is 10 times more effective compared to formal learning, it is coherent with Day's (1998) statement about the importance for managers to encourage employees to develop their skills on their own. However, that does not mean trainings are useless and must disappear but the environment must facilitate learning such as fostering strong sense of team, which would result in communication of good practices from knowledgeable employees to others.

### 1.2.5 Motivation

All actions taken by human beings are justified by motivation, conscious or unconscious. For instance, physiological needs push people to seek for shelter and food naturally. It comes from an internal need, however, as the capitalist world demonstrate us, a need can come from external stimuli. Billboards on the side of roads that show the latest offers of restaurant chains can trigger the need for consumption. What justifies actions is called motivation. In order to achieve corporate goals, enterprises request action from employees and it is the job of managers to know how to motivate them. Williams (1998) argues that motivation is a major concern for managers because it creates constancy in employee's effort. There are four main theories on the needs of motivation, which are Maslow's hierarchy of needs, Achievement-Motivation theory, EGR theory and Dual factor theory.

#### *Maslow's Hierarchy of Needs*

Maslow (1970) has classified the five essential human needs into a pyramid. Namely, physiological, security, affiliation, esteem and the need for self-actualization are satisfied by either extrinsic or intrinsic rewards. Extrinsic rewards are the physical benefits that a person receives, such as an increase in salary or in living standards. Intrinsic rewards, on the other hand, imply the satisfaction a person gets from self-accomplishment such as, for example, the joy you get from performing well at work or the pride you feel for the accomplishments of your children.

Once one type of need is satisfied, an individual seek for a higher-level needs, such as the need of self-actualization. The following details each type of need of Maslow's hierarchy ranked from the basic needs at the bottom of the pyramid to the intrinsic needs at the top.

1. **Physiological needs** - are provided by food, shelter and good health. At the management level, it is offering an adequate base pay to employees.
2. **Security** - is the desire of acceptable working conditions, job security as well as income security. Managers deliver a safe environment and set performance goals that, if achieved, ensure job security.

3. **Affiliation** - This need is fulfilled by positive social interactions and support of coworkers and supervisors. Managers, in order to integrate employees into the company, foster teamwork, propose social activities and mentor them.
4. **Esteem** - represents the needs to be valued by others. Status provides employees the chance to gain recognition. As a consequence, it is necessary to recognize achievement through title changes and promotions.
5. **Self-actualization** - is the top and last need of Maslow's pyramid. Only achievement of meaningful actions for oneself can fulfill this need. It happens when all desires are accomplished. On the management level, in order to help employees be satisfied, managers have to assign appropriate job positions, offer more responsibility as well as authority.

### *Achievement-Motivation theory*

McClelland (1961) classified motivation in to three types of needs. These consist of the need for affiliation, the need for power and the need of achievement. It demonstrates essentially the fact that people need great achievement to feel content, for example, outperforming colleagues at a task. The theory explains that achievement motivation is fixed since early childhood and is what fundamentally drives successful people. Regarding McClelland (1961) high achievers need feedback throughout the process of realization of the goal, initially set knowing that it can be achieved.

### *ERG Theory*

ERG theory has been developed by Alderfer (1972) and based on Maslow's hierarchy theory of needs. Indeed, the author regroupes all the needs in three groups called Growth, Relatedness and Existence. Alderfer's research contribution relies on the fact that when a higher need cannot be satisfied, people will give priority to satisfy lower needs. For example, if a manager cannot get promoted, he or she will seek for higher satisfaction of the affiliation need.

### *Dual Factor Theory*

The first significant theory on motivation is the Dual Factor Theory. In 1959, Herzberg indicated that jobs provide employees the satisfaction of all their needs. However, the classification includes two levels - Hygiene factors and Motivation factors. According to this theory, working conditions, job security and salary are under Hygiene factors. The realization of these needs will only create a neutral motivational state. However, it is imperative to provide a safe environment because it can reduce time loss and productivity as a result of accidents. Unlike other theories, only higher needs can increase motivation. For instance, a renovated workplace helps for employee retention but it does not have a major impact on motivation. Intrinsic needs are the only driving force to go beyond neutral motivation. Managers have to offer interesting jobs, recognition, challenges, autonomy and opportunity to grow in order for employees to feel motivated.

There are many benefits that encourage an organization to ensure that its employees remain happy and healthy. For example, the employee turnover rate decreases significantly when workers are motivated by their work and thus avoid loss of productivity and gain of experience. Moreover, employee retention cuts costs related to training new workforce and job advertising.

In conclusion, it is crucial for managers to understand motivation theories because smart use of them boosts performance.

Employees are the central stakeholders of the firm. To the extent that the organization fosters a feeling of commitment and loyalty within its workforce, the firm benefits. Employees are proud to work for organizations with an ethical reputation.

### 1.2.6 Management Style

Management style is the way managers behave with their subordinates. Manager's style varies from one another and is determined by several factors such as the manager's personality, the corporate culture or the needs of employees. There are many research papers published on management theories, however, this research will focus on some acknowledged concepts.

#### *Theory X and Theory Y*

McGregor (1960) suggests that management could have two styles called Theory X and Theory Y.

Theory X assumes that employees have a negative approach towards work and supervisors. Such workers are very reluctant to do their duties. Therefore, managers believe that they have to extensively control the work of such employees, direct them and motivate them to achieve the organization's objectives.

Theory Y, on the other hand, has an optimistic approach. Indeed, employees are assumed to be motivated to work and strive to have a positive relationship with their manager. Therefore, employees are committed to achieve the organization's objectives. McGregor (1960) declares that because employees are self-directed and self-controlled, managers should delegate responsibilities and should give them the opportunity to implement their own ideas.

Priest (1998) argues that Theory X has only negatives aspects because it divides management and the workforce, which creates unpleasant environment and limits the potential of the staff. In limiting the potential of the employees, the management limits the potential of the company as well. Brozik (1994) classifies the Theory X as authoritarian. Theory Y recognizes people's needs and helps them to pursue their career goals, which inspires better performance from employees. Managers in Theory Y are seen as coaches or mentors who create relationships between management and the workforce (Brozik, 1994).

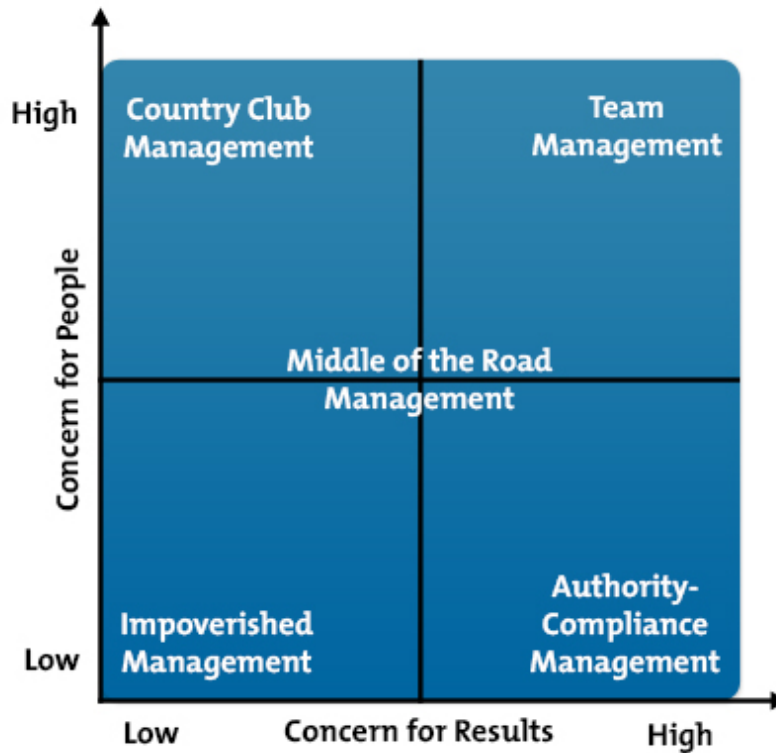
## *Theory Z*

Ouchi (1981) establishes Theory Z style of management in order for Americans to learn from the Japanese management style, called Theory J. The latter sees human capital as the most important and profitable asset (Hatvany and Pucik, 1981). Because of this assumption, Theory Z assumes that employees and managers are equals at work, thus everyone is able to bring his/her participation. In this concept, the coordination of efforts by each member enhances the organization's productivity. Sanders (2013) stresses that management type Z fosters cooperation between workers. Thus, team effort is rewarded and not the individual. Brozik (1994) adds that Theory Z is the most common management style choice nowadays, however, it is not suitable for all situations. For example, scientists who try to find a new vaccine have the same goal that necessitates cumulative knowledge. In this situation, Theory Z works the best but in another field where each team member has a different goal, it is more difficult to imply teamwork on a big picture.

## *Blake and Mouton*

Blake and Mouton (1985) offer a managerial grid that helps to understand the different management styles. They defined five different management styles based on two variables, which are "concern for people" and "concern for production".

Managers who seek economic success of the organization have a high concern for production and low concern for people. Whereas, managers who care about employees' well-being before their efficiency at work, have a high concern for people and a low concern for production. Those are two extreme cases; many other combinations are possible on this managerial grid. Nevertheless, these 5 management styles are good bases to compare manager behavior.



(The Blake and Mouton Managerial Grid n.d.)

1. **Country Club Management** - Managers who have a high concern for people and low concern for production are under this category. Their main concern is to ensure that the employees are satisfied. Profit or corporate goals are not a priority and managers look constantly to arrange work around the needs of their staff. That behavior may result in underachievement of goals and does not seek high performance.
2. **Authority Compliance** - Managers opt for this style of management when they have a strong desire to control all processes needed for achieving corporate goals. They are usually hard workers and are very directive in their communication. Their interactions with subordinates are mostly for correcting and controlling, however, there is no wish for helping employees to grow and develop their skills. In this situation, production and people are two separate notions where people are offered to sacrifice for the purpose of production.
3. **Impoverished Management** - Managers with low concern for people and low concern for productivity are classified under this category. They are there, but remain invisible. Indeed, they do not have strong commitment and will let others take care of the activity. Those managers delegates very easily

and allow employees to take their own decisions. However, they delegate in order to avoid getting involved. Moreover, their conversations are not helpful and meaningless for employees.

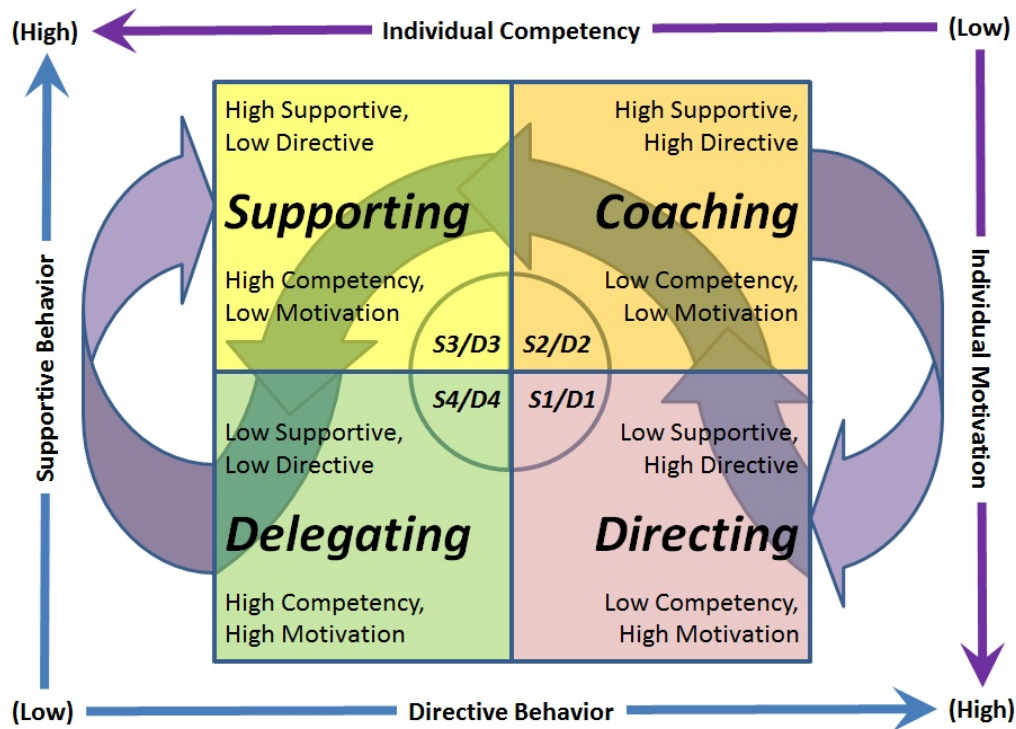
4. **Middle of the Road Management** – This type of managers have moderate concern for people as well as moderate concern for production. These characteristics make them efficient in steady environments because they know the rules and refer to them to solve problems. However, their negotiation skills for feedback are not the best due to the fact that “middle of the road” managers try to stay neutral between production and people. This type of managers does not communicate efficiently enough to boost worker productivity and motivation.

5. **Team Management** - The last management style is called Team Management. In this situation managers have high concern for both production and people. These managers believe that there is no contradiction between what satisfies people and what achieves high performance. A mature relationship is created, which allows clear communication within the organization. As a consequence, employees are committed and they enjoy having more responsibilities. Regarding feedback, managers are very open and offer constructive criticism and are not judgmental.

Blake and Mouton (1985) managerial grid demonstrates that there is one best way of managing a group of workers. Indeed, the authors believe that the alignment of corporate objectives with employee satisfaction results in high performance. However, the author’s best management style has a drawback. Indeed, trusting people too easily and always give autonomy to everyone could result in an unfavorable outcome. It is a very optimistic point of view. Although, Blake and Mouton’s theory seems legitimate, other authors find it to be a very static approach.

Hersey and Blanchard (1982) have developed another theory, which is more dynamic called Situational Leadership. They stress the necessity for managers to switch the management style regarding the years of experience. Irgens (1995) explains this theory using two concepts. The management style change according to the employee and the task to be performed. It can be either a directive behavior or a supportive behavior.





(The Situational Leadership Theory n.d.)

The Situational Leadership Theory is essentially based on the learning process of the employee and this, in turn, influences the management style. In this case, two elements, the employee and the manager define the management style. Consequently, management style is determined through a complex interaction in to an environment.

This chapter demonstrated various established theories of management. It can be concluded that there is correct management style because it all depends on the situation, environment and the personality of the manager. As a consequence, an appropriate management style could bring value when the manager personality fits well with the environment.

Moreover, the management chapter highlights the importance of interpersonal relationships with the employees. HRM judges the value of a manager also based on his listening, delegating, and communicating abilities. It is important to note, that McGregor's (1960) X and Y theories highlights the current change of management norms from authoritarian towards supporting. Currently, companies see workers as a strategic asset that must be properly managed, just like financial or operational issues. The next chapter shall focus on coaching and how it can support professional development of employees.

## 1.3 Coaching

### 1.3.1 Definition of Coaching

The Oxford dictionary gives two main definitions of the term coach. The first one is literally carriage either by bus, train or plane used for travelling from point A to point B. Because a coach is a way of travelling from where you are to where you want to be, in the 18<sup>th</sup> century a figurative form appeared, giving rise to the second definition - of an instructor or trainer in sports. Indeed, the role of a trainer is to bring the athletes' performance to the level they aspire or wish to be in the future, much as the primary function of a vehicle.

Nowadays, the definition of a coach went beyond the boundaries of sports and has evolved into a comprehensive process of helping individuals to define desired outcomes for themselves as well as for other stakeholders. Moreover, a coach is tasked with developing the self-awareness of possible actions and come up with strategies to achieve goals (Bachkirova et al., 2009).

Unlike in sports, coaching is interactive and operates in the form of discussions. Sport trainers are directive towards their athletes, telling the team what to do and how to do it. It is fair to say that this method works; however, it does not leave much room for discussion and creates a follower environment, which can poorly affect performance. The primary job of a coach is to listen, to identify needs and understand aspirations, and then act given the context (Payne, 2006). A coach is in a leadership position as he decides what he wants to achieve and how, at the same time, he will also be helpful and acknowledge good performance of the team members. Coaching can be utilized in several fields such as learning theory, psychology or human development. This research focuses on how coaching can serve management in order to develop employee performance.

Benjamin Jowett's quote ideally describes the main purpose of coaching: "To teach a man how he may learn to grow independently, and for himself, is perhaps the greatest service that one man can do another." Grant (2000) argued that it is very difficult to give a single definition of coaching because it could be used also for other purposes such as counseling and mentoring. Nevertheless, for this thesis the most suitable definition is:

*“Coaching could be seen as a human development process that involves structured, focused interaction and the use of appropriate strategies, tools and techniques to promote desirable and sustainable changes for the benefit of the coachee and potentially the stakeholders”*(Bachkirova et al., 2009).

Kinlaw et al. (2008) defined what coaching is and what coaching is not:

Table 2 Coaching Is/ Is not

<b>Coaching is</b>	<b>Coaching is not</b>
Accountability	One time event
Asking	Assuming
Caring	Avoidance
Clarifying	Blaming
Direct	Controlling
Discovering	Disciplinary action
Egoless	Discouraging
Empowering	Leading
Encouraging	Limited
Listening	Prescriptive
Mutual	Reactive
Open-ended	Restrictive
Possibilities	Rigid
Positive	Sarcastic
Powerful	Solving
Proactive	Talking
Relevant	Telling
Supportive	Touchy-Feely
What <i>they</i> think	What <i>you</i> think

Source: Kinlaw et al., 2008, page 9

This table shows that coaching is an approach that goes with non-directive actions. It is mostly the coachee that gives the bases for coaches to react accordingly to their situation.

### **1.3.2 Difference between Coaching and Mentoring**

Hicks and McCracken (2009) define mentoring as “the transfer of knowledge or professional experience to another person in order to advance understanding or achievement.” The end goal of coaching is to improve corporate performance by improving human capital, while mentoring focuses primarily on the individual (Sketch, 2001). Stone (2007) supports this idea by saying that mentoring is aimed at career development. Mentoring is a process that can start at any given time even much earlier, while the coaching process usually starts at the selection phase. Although the two terms both focus on learning, they work in different ways, use different tools and have different goals.

### **1.3.3 Differences between Coaching and Counseling**

Sketch’s (2001) observation on the use of the term coaching for actions aiming to compensate poor performance, should be in fact called counseling. Indeed, when an employee is underperforming, regular counseling can be the best way to change the situation (Burdette, 1998). Coaching aims to constantly improve performance and raise the level of employee effort. By underperforming, an employee puts pressure on fellow colleagues and managers. Counselling aims to solve this issue by working with the underperforming worker and prevent his or her replacement, since hiring and training new employees is a costly and time-consuming process, which counselling aims to avoid (Stone, 2007). Coaching, on the other hand, is aimed to improve the performance of workers as a whole. It often focuses on groups and teams as opposed to the one on one process we see in counselling.

### **1.3.4 Importance of Coaching**

There are several methods available for developing skills and performance as, for example, lectures, seminars, workshops, textbooks, and courses among others. It is essential for an organization to provide a learning environment for its employees to stay competitive on the long run. Due to highly interconnected nature of the world economy, there are more opportunities for adoption of new technologies, thus requiring companies to adapt and innovate. They have to be more responsive, flexible

and dynamic to catch new knowledge and share it with all stakeholders (Ellinger, 2002). Continuous learning is a philosophy that relies greatly on coaching in order for its employees to perform the required tasks. Moreover, regulation modifications, new technologies, new competitors are examples of emerging challenges for all organizations operating anywhere in the world. As a result, an important effort has been realized on improvement of human capital development and learning environment (Cheng and Yang, 2012). Furthermore, Liu and Batt (2010) notice that HRM has delegated more responsibilities to managers including coaching and skill development. Nowadays, managers help employees to improve their daily work activities besides their administrative obligations. They also have to establish better integration into teams and ultimately provide support for development to pursue the company goals.

Duke (2006) adds that manager represents the culture of the organization. Therefore, besides sharing technical skills and expertise, a manager is also representing a model of acceptable behavior and values. In that respect, coaching can be a way to train employees to faster fit into the corporate culture.

A high employee turnover in companies is potentially harmful because of the necessity to invest money in the search of new employees, in training as well as a loss in costumer service coming from a lack of customer relationship continuity. Payne (2006) affirms that coaching fosters a sense of bonding with the organization and provides room for resolving issues that might otherwise cause employees to leave. Particularly, maximizing retention of the most talented staff is important because of their future potential. It is an essential part of talent management, which is also achieved through coaching (Davis et al. 2007).

Organizations use coaching to improve someone's skills and performance for specific purposes. Consequently, the company itself predefines some objectives to employees. However, it has to match employees' personal desire as well, so that employees will want naturally to achieve those objectives. For instance, employees logically want to move up the professional ladder, and thus, they know that skill improvement is necessary. Consequently, even when the desire to improve skill comes from the employee, it is partially motivated by the company because it is responsible for setting how to reach those objectives.

Tschannen-Moran (2010) describes seven reasons why coaching is important in today's business:

- 1- To cultivate motivation:** Coaching encourages people to cultivate ambitions by giving them opportunity to set their own objectives for developing skill and competences. As a consequence, employees adopt a positive behavior at work because they have a clearer vision of what they want to achieve. Eventually, repetition of goal setting turns into the process of continuous learning and skill improvement.
- 2- To expand awareness:** Also coaching purpose is to encourage people to discover more about their environment by interacting with others rather than assuming everything or ignoring it. By expanding awareness, employees are able to determine what is important for their own development. Awareness similarly fosters continuous learning.
- 3- To build self-efficacy:** Through communication and feedback, people develop belief in their strengths and abilities. As a result, employees strengthen their confidence that enables further performance improvement. Companies need efficient employees to run their businesses, since employees are a company's greatest assets. For instance, in crisis situation a confident staff is capable to react faster than a non-confident staff.
- 4- To frame opportunities:** Coaching allows organization to improve their process through employee's observation and comments. As employees develop awareness, they can possibly notice gap for improvement and turn it into opportunities for the company. Consequently, coaching support improvement of companies' process.
- 5- To design experiments:** Through identification of opportunities by employees, several ideas may be accumulated and need to be turned into actions. As a consequence, multiple ideas are experimented, which eventually lead to some improvement and development of the ability to conduct experiments.
- 6- To structure repetitions:** After an implementation of a new idea, a company acquires the ability to be more flexible in implementation of new processes. Practice allows better execution and it is vital for a worker's skill development.

**7- To savor success:** people need recognition and when someone achieves their goals, the coach is the first to acknowledge the success. Even though performance achievement is reached, the employee would most probably want to repeat this experience and will also inspire others to do the same.

CEOs have started to look over traditional training methods in order to cope with the pace of change. There are several types of people a company can call on for coaching its staff within an organization such as external coach, internal coach or manager as coach. On one hand, external coaches are able to relate to their experience and extensive knowledge to achieve a specific mission and are sometimes employed fulltime by companies (Heah, 2005). On the other hand, internal coaches are often from human resource department and assume the same role as external coaches. However, they are around permanently, thus they know about the company's problems in depth and are also cheaper to afford for a company (Heah, 2005). Consequently, the best option could be to have managers that coach their team. Because managerial role and coaching complement one another, it makes it, certainly, an appropriate option (Evered and Selman, 2001). For example, the agreement on goals, performance appraisal and duration of the approach are some of the responsibilities similitude between managers and coaches (Orth et al., 1987). According to Ellinger et al. coaching behavior became critical for managers.

Besides, managers, naturally, want their employees to perform well on their job positions. Thus, a manager-coach can use coaching for enhancing motivation, the desire of doing something, in order to help employee to reach or go beyond their aspirations. People has desire to be better than who they are today and a specific relationship can contributes to overcome poor performance, develop expertise or even get a promotion.

Moreover, it is also an effective way for managers to have more time to focus on their own goals as employees take over more responsibilities.

This thesis focuses on the latter option of coaching for organization. The next part explains the concept of managerial coaching.

### 1.3.5 Managerial Coaching

Managers that provide coaching to their subordinates in order for them to be efficient on their job resort to managerial coaching. It is an on going process with which managers can help his team members to learn independently and exploit their full potential. Popper and Lipshitz (1992) add that experiencing repetition of success, on the long run, enhance learning potentiality and increase self-efficacy. Coach manager inspires and empowers because they have the desire to see their staff progress and remain attentive of individual's objectives (Hargrove, 1996). Such results are consistent with Ellingeic et al. (2003) who view coaching as a form of facilitating learning to encourage growth and development. Indeed, facilitating recognition of opportunities to improves performance and capabilities (Popper and Lipshitz, 1992) thereby employees are able to make decision on their own and unleash their potential (Joo et al., 2012 (Roger, 2000). In addition, a new knowledge is much easily assimilated when is daily practiced along with feedbacks (Hicks and Peterson, 1997). Only managers have the possibility to provide feedback daily to employees in order to trigger improvement. Some studies consider managerial coaching as a palliative solution for troubled employees; for example, Sketch (2001) states that coaching is assumed to be only necessary in situation of poor performance. As it is aforementioned, poor performance comes under counseling not coaching.

In general, it seems that managerial coaching can be addressed to all members of a team. However, some researchers consider that coaching should be addressed only on people that they believe will be future talent (Sussman and Finnegan, 1998). It is understandable since organization perceive coaching as an investment, besides managers who coach fewer people perform better than others regarding studies (McLean et al. 2005 referencing, Graham et al., 1993).



### *Manager Coach*

Nowadays, manager role regroups numerous roles beginning with the control of productivity. To ensure progression of productivity, managers have started to emphasize supportive role and development of the employees. Having discussion one-on-one with employees in order to know them better and create solid relationships that should foster motivation and development of skills, which eventually has a positive impact on the organization.

However, managers can endorse the role of coach only if the employee is willing to be coach at the first place. As well as the manager must believe he can leverage coaching opportunities and adopt the right behavior to allow employees to learn (Ellinger et al., 2009). Thus a coachee must have some predisposition such as be curious about his actions, be able to keep an objective point of view, have no shame to share his experiences and accepts feedbacks (Hunt and Weintraub, 2002). Consequently, the manager-coach must be able to connect with his employees, firstly to facilitate discussion and then be capable to ask appropriate questions. Employee's answer gives the information to coach them effectively (Birkeland et al., 1993).

Since managers are responsible for their employees and can interact with them at any time, coaching takes most of the time an informal approach. Regarding situations managers choose to start a conversation that integrates specific questions framing either to motivate different thinking from an employee or simply to provide feedbacks or engages in a role-play activity (Ellinger et al., 2009).

### *Coaching adding value*

Managerial coaching has several positive outcomes on employees and are reasons why it is important to encourage manager to do coaching. According to Hagen and Aguilar (2012) a manager that uses questioning, guiding, advising and challenging attitude with his/her subordinate supports at the same time learning of the organization and the different tasks. Consequently, employees become more informed, motivated and aware of the organization's environment, which is necessary to perform well in highly competitive economy. Tasks are executed efficiently when explained properly with concrete example or activity. Managers coach through discussions and guidance which help their employees to master given tasks.

Moreover, Sarin and McDernott (2003) believes that learning occur when people reflect on something before actually doing it. So Hagen and Aguilar (2012) assume that the reflective process can be enhance by managers who challenge, question and advise. This creates an environment that prepare employee to reflect on new information. Those elements prove that managerial coaching facilitates learning within the organization.

According to Ellinger et al. (2003) managerial coaching has a positive relationship on employees' perceptions of their jobs. Indeed, their research points out that managerial coaching has a strong impact on employee job satisfaction and retention.

Undoubtedly, job satisfaction is a positive factor for enhancement of employee commitment. Kinlaw et al. (2008) has written a book on the correlation between coaching and commitment. It assumes that coaching includes commitment and that is necessary for achieving superior performance. Indeed, the manager coaches engage with employees to achieve precise goals, it can be a formal or informal contract. However, upon acceptance of contract a bond is created, which is translatable to commitment. By supporting employees through coaching, employees indirectly will feel more capable and engage with the organization. Moreover, social exchange theory could also explain commitment of employees (Tyrie and Ferguson, 2013). If an employee feels that he or she has improved his or her skill within the organization, for his or her self-interest, he will be more loyal and committed.

Managerial coaching is assumed in this research to have positive influence on employee's performance. Liu and Batt (2010) believes that coaching affect performance through 3 mechanisms: the acquisition of job-related knowledge and skills, the enhancement of motivation and effort, and process of social learning. Thanks to all the feedback and one-on-one conversation, coaching provide enough guidance for improvement (Heslin et al., 2006). Immediate practice after new learning increases withholding information, which is a disadvantage with off site training. Besides proximity between learning and application, coaching helps employee to develop and maintain knowledge according to Liu and Batt (2010). Such affirmations are consistent with Ellinger et al. (2003) study on positive impact of coaching on performance at the individual and organizational level. However some scholars qualifies as weak the different studies conduced on that matter.

There are probably more positive outcomes on employee from managerial coaching, however, this study focuses principally on outcomes aforementioned. For example, managerial coaching could be assessed on employee's commitment to quality service or even customer satisfaction. Nevertheless, here will be added job clarity, which is related to awareness and turnover intention, which is linked with employee's commitment.

In conclusion, literature describes managerial coaching as an effective approach to generate employee satisfaction at work that turn into more commitment and ultimately to high performance.

## Chapter 2: Methodology

### 2.1 Research Approach

In this chapter, a review of the literature is described. The main objective of this study is to prove that coaching help managers to improve employee's performance. In order to bring the research to fruition, the strategy chosen was to use a large range of literature review. Consequently, information was collected from academic books, articles, newspapers, Human Resources journals and magazines. The secondary data gave an insight on what are HRM, Management and Coaching, their benefits and impacts on the corporate success.

According to the nature of the topic the strategy defined was to use both qualitative data, in a first time, and confirm these results through quantitative data. There has been a debate about qualitative vs. quantitative. Qualitative method takes into account the context through an observation of the everyday life of individuals, groups, societies and organisations (Miles and Huberman, 1994). Whereas, quantitative data analysis has been developed by physicians, consequently they were using it like physical law such as every experimental measurement will have the same result if the same elements are implicated; therefore gathering data have to be structured to be able to represent them numerically (Matthews and Ross, 2010). Usually, the quantitative approach is used when you know precisely what you are expecting from the research and the tools uses are often survey or questionnaire. On the others hand, qualitative data approach involved the use and collection of a variety of empirical materials such as reports, books and articles but also more conventional approaches such as in-depth interview, focus groups or case studies (Sachdeva, 2009). Through qualitative methods it is possible to have an in-depth understanding of the situation.

As a consequence, a method mixing both quantitative and qualitative should be suitable for this research. It would provide to the research assumption data on manager's experience with coaching (qualitative) and verify the relationship between managerial coaching and performance (quantitative). Thereby, it is possible to gather data from different angles, thus have a better observation and interpretation on managerial coaching. Several scholars describe the mixed methods as the best

research method as it became widely used, for instance, Brian (2003) judges it as the most appropriate method for research.

In conclusion, to be as accurate as possible on managerial coaching this research combines qualitative and quantitative approach. Although, Bryman (1995) suggests the triangulation logics approach which is confirming the finding of one approach by the other one and then improve the validity of the findings. Both methods can be useful.

## **2.2 Research question and hypothesis**

Managers have for mission to supervise employees at work to achieve corporate goals. Throughout years of experience employees naturally become more reliable. However, managers could assume also the role of facilitators of learning. Managers who have a behavior that foster informal learning while increasing employees' performances are called manager coach (Ellingeic et al., 2003). Indeed, this research assesses managerial coaching positive influence on performance improvement in organizations.

Porter's value chain places human resource as a support activity, however it influences creation of profit margin along with other activities. This research demonstrates human resource impact on the well-being of an organization. Managers play a crucial role because they endorse HRM at the employee level. They are responsible for maintaining and encouraging their staff to work at their best. To do so the social interaction is paramount and coaching is one tool available for helping people to learn and develop skills. Coaching has been discussed, abovementioned, based on literature to highlight what previous studies have found about how managers can use "managerial coaching" and how it affects employees performances. The research thesis is as follow:

"Coaching as a tool to enhance employee's performance."

There are several types of coaching such as developmental coaching, team coaching and existential coaching to mention a few. However, this research focuses

only on managerial coaching. Eventually, four main goals has been selected to investigate on, as the following:

- 1- Does managerial coaching approach facilitates increase of employee performance?
- 2- What attitude managers should adopt to be efficient?
- 3- What companies can do to encourage their managers to adopt a coaching behavior? (Environment)
- 4- Do employees feel more committed and better off with coaching?

The first goal is directly linked with the research statement in order to gather information on managers' skills affecting employees' performances. Because the principal reason of the study is to evaluate managerial coaching effectiveness, this goal has been processed by both qualitative and quantitative.

Goal two aims to exhibit actual skills that enact positive outcome on personal learning and performance. A manager having open communication, valuing people over the task and facilitates learning can be consider as a manager coach. On the qualitative part, thanks to in-depth interview it has been possible to define requirements for being manager coach. On the quantitative part, an evaluation of managers' coaching skills has been conducted.

Goal three has been investigated only through in-depth interview because it is not quantifiable.

Finally, the fourth goal has been analyzed only through quantitative method for investigating employees' commitment to organization.

In order to examine correctly and collect clear data from quantitative part, four factors as been selected to emit four hypotheses:

**Hypothesis 1:** Managerial Coaching influences and increases skill developments.

**Hypothesis 2:** Job Clarity engenders skill developments.

**Hypothesis 3:** Employee Commitment influences increase of skill developments.

**Hypothesis 4:** Skill development is negatively related to Turnover Intension

The hypotheses have been made to evaluate separately each factor. Other studies went deeper on investigation. However, due to limited recourse only a few have been analyzed here.

## **2.3 Methodology and Associated Methods**

### ***Interview***

Secondary data was collected from academic literature, journals and articles as mentioned earlier in order to achieve a better understanding on staff management. The second part of the thesis mainly relies on primary data, which aims to support secondary data found.

In order to determine the influence of managerial coaching in organizations on employees, this study has used in-depth interviewing. Through those interview other coaching aspect have been assessed such as implication of companies into development of learning environment. However, in order to answer the hypotheses we have limited interviews to managers, thus the data are more relevant. When a study limits the observed elements it is called sampling. There are different types of sampling such as working universe, which assumes that a particular hypothesis will demonstrate convincing outcomes (Marshall, 1998). That is the sampling method used under this research because we assume that is the approach increasing accuracy the most within the means at disposition.

An interview is a conversation controlled by one person who asks the questions to one or more people, in order to collect useful elements about a topic. Olivier (1997) indicates that interview is a very popular technique for collecting data, and it gives data of a detail and richness that it is difficult to acquire in any other approach. Breakwell (1995) says interview method is very flexibility because it can be used at any moment of the research for example before defining the question research. Thanks to its flexibility it can be easily combined with other research methods. However, interview exposes some disadvantages such as reliability and valid results that Brewerton and Millward (2001) described as the most critical ones.

On purpose to avoid this to happen during this research an objective stand has been maintained in order to not influence results and interpretation.

Olivier (1997) described two types of interview, which are structured and unstructured. However, several scholars described four types of interview: structured interview, unstructured interview, semi-structured interview and ethnographic interview. Out of the four types of interviews that were chosen the semi-structured interview, because it is addressed to managers who have limited amount of time and appears unprepared, is not very appreciated. Thus preparation is a must for example regarding the length and the areas to cover. At the same time, this approach allows deep interviewing and allows interviewees room to explain his/her answer and give more information where needed. Semi-structured interview follows a defined set of questions for each interview like structured interview, then allow the interviewees either to answer in their own way or simply engage a discussion like unstructured interview. Matthews and Ross (2010) argue that semi-structured is used mainly in qualitative research and allows interviewees to speak their mind about the topic.

The semi-structured interview has been elaborated for people with a particular characteristic mentioned above: be a manager. Brewerton and Millward (2001) qualified this sampling consideration as the Quotas Sampling.

Questionnaire questions have been elaborated from literature and the different goals of this study. Consisting of ten predefined questions and regarding the course of the discussion other questionnaires were used.

To get in to contact with professionals several emails have been sent to managers and consultants in Lyon (France) and Prague (Czech Republic). Besides emails, some contacts have been made directly by visiting the company. For example, SEB Group who has accepted to share information on coaching, it has taken two months of negotiations before they accept the interview offer. Unfortunately, compared to the amount of invitation sent out very few receive positive answers.

### ***Online Questionnaire***

On the other hand, for the quantitative part of the research an online questionnaire has been used. Matthews and Ross (2010) describes questionnaire as a logically structured set of question aiming to collect data in a way that allows answers to be turned into numerical data. Very often the questionnaire has structured answer



composed only with yes/no questions. But sometimes questionnaires can have some open questions giving the interviewee to answer as he/she likes. The questionnaire can be held face to face, by phone or email to mention a few. Questions were inspired for different studies already done on managerial coaching. They have been adapted to suit the thesis hypothesis and to collect the data needed. At first the survey contained 40 questions but the thesis supervisor pointed out that it was too many questions. Consequently, questions have been reduced to a total of 20 to avoid drop out. During elaboration of the questions the requirement was to be precise when asking questions in order to have reliable data. Feedbacks from respondents were often positive, however, a few stated that the questionnaire was complicated to understand especially the question concerning turnover intention.

The questionnaire has been translated in French because most of the respondents were French native speakers. This project used a questionnaire to gather information on employee with a rating scale instead of yes or no question and one open question. It begins by a 6-point scale that assesses their managers' behavior. Thereby, it is possible to distinguish coaching behavior. The second part of the questionnaire has a 5-point scale that assesses competencies development of employee thanks to their manager behavior. Finally, the last question offers the opportunity to respondents to give their point of view on managerial coaching. The questionnaire brings the quantitative element for the research and has been received answers from employee across Europe.

## **2.4 Research variables**

The five variables chosen for this research were designed in order to evaluate their correlation strength. Since, the main goal of this thesis is to demonstrate that managerial coaching enhances employee performance, the majority of questions assessed skill development.

The first part of the online questionnaire measures managerial skill of managers mostly on the behavior facilitating skill development. Indeed, questions regarding listening skills, team approach or valuating people have been avoided. So from question one to nine it is manager skill that are evaluated.

Then it is the second part of the online questionnaire, which assesses personal learning of employees. It consists of 9 questions measuring two elements: employee awareness and personal skill development. Employee awareness refers to improvement of the understanding of the organization processes. An employee should know how his job is connected with the rest of the activities in order to know his personal inputs. From question 10 to 12 are questions on broadening employees' perspective under the variable "job clarity". Personal skill development refers to acquisition of new knowledge and abilities. Six questions have been dedicated to collect skill development data, from question 13 to 18.

In addition, employee commitment also is one of the variables evaluated through SPSS software. Thanks to this variable it is possible to evaluate the affective relation that an employee develops for the organization and his/her willingness to put effort in his/her job. Indeed, it allows the author to evaluate organizational involvement and organizational loyalty.

Lastly, turnover intention is the fifth variable to evaluate retention of employee. In the literature several scholars affirm that coaching decreases employee turnover. Thus, it is interesting to evaluate this affirmation.

## Chapter 3: Findings and Analysis

### 3.1 Qualitative analysis

After realization of theoretical part from literature, magazines and web site dedicated to human resources, management and coaching, a field enquiry has been conducted in order to support theory. Due to restricted amount of studies on managerial coaching it is necessary to look for primary data before make conclusion. Indeed, the actual literatures are still at the early stage and do not provide a precise representation of coaching in Europe for example.

I have conducted around 10 interviews from January to June 2015. It was semi-directive interviews lasting around 30 minutes. Some of them have been conducted through exchange of emails. The field enquiry allows the research to gather information from several people concerned by managerial coaching:

- 2 consultants
- 1 company director
- 1 training manager
- 2 managers who received coaching training
- 4 managers

#### 3.1.1 Organizations and respondents description

**Acte 3 Consultants:** is a management-consulting firm located in Lyon (France). They develop tailored solutions to regional authorities, retailers and service companies. Their mission statement is “The quality of service provided to the end customer through personal contact, depends on the quality management which the latter benefits”. It is interesting to mention that one of their expertise is optimizing management methods and tools for their clients. It was Mr Schnitzler who participated in the interview for Acte 3 Consultants.

**Accenture:** is a multinational services company that provides mainly consulting and outsourcing services. It is a well known company recognized for its expertise and it is a manager from their Czech branch that has accepted to answer the

interview. Pierre Nanterme, Accenture chairman and CEO, agrees that leadership is crucial to learn everyday, to be open to new ideas and to be comfortable with complex situation in a fast changing environment. Mrs. Van Brouwersh, an HR specialist at Accenture, has accepted to answer some questions.

**Coca-Cola Midi:** is one of the few concentrate factories of the most world wide known brand Coca-Cola. This medium size affiliate organization, based in France, counts around 200 employees and exports concentrates to over 100 bottlers in 70 countries. Since, Coca-Cola Midi reports directly to The Coca-Cola Company headquarter, based in Atlanta, they are required to apply the same management style. For example, visual management implementation was an initiative of the headquarter. The planning manager, Mr Rabhi, has agreed to answer some questions regarding management.

**Bred Banque Populaire:** is the most profitable commercial bank of the BPCE group, which is the second most important cooperative banking in France. The bank operates 400 agencies in the French territory and has over 1 million clients (private individuals, professionals, freelancers, small, medium and large organizations). The director of an agency of 6 employees has accepted to answer the interview questions.

**Habitation Clément:** is a rum producer located in the French Caribbean Island called Martinique. The factory main activities are to cultivate sugar canes for fermenting and distilling into rum. Miss Bethel (25 years old), assistant manager marketing, has accepted to share about her experience.

**Starbucks:** is global American coffeehouse chain. Their concept around coffee known as “The third place” and the way they treat customers has made them to be today the leader on coffeehouse market. It is Nathalie (26 years old) who has answered some questions. She works as a Shift manager in Lyon (France).

**SNCF:** is the French state-owned railway company in charge of the rail traffic in France. Mr Verin, manager in Marseille branch, has accepted to participate to the research by answering some questions.

**Emball'iso:** is specialized in temperature controlled packaging production. There are factories in Europe, America and Asia. In 20 years this organization has managed to growth from local producer and became an international producer. It is a French based company owned by Mr Casoli who has accepted to share his experience in management.

**Groupe SEB:** is a domestic equipment manufacturer and the world leader on small domestic equipment market. This organization values the team spirit and respects the individual as well. As a consequence, transparency, loyalty and trust are part of their governance commitment. Mrs Desgabriel, training manager at Rumilly (France), has contributed to the research through an interview.

**MDP consulting:** activities obviously turned around consulting, however, they are specializing in 3 poles: engineering, tourism experiences designers and urban concept. Their services contribute to improvement of infrastructure through town and country planning. One associate has accepted to do an interview under anonymity.

### 3.1.2 Behavior required for Managerial Coaching

On the question how to describe the best attitude for manager to reach their objectives all managers have agreed that managers have to create a closer relationship with their subordinates. Therefore, they have emphasized the importance of active listening, encouraging and promoting among other the good work to mention a few.

However, between managers who have not followed any coaching training and who did there are some differences.

#### *Managers without coaching training*

Even though, they recognize the importance of close relationship they tend to maintain a directive posture. Indeed, especially one manager, in railway industry, sees this relationship as a facade. For example during the interview he used this sentence to qualify the best attitude, “An iron fist in a velvet glove”. That proves some managers still believe in directive approaches to achieve. Perhaps it could be connected with his industry.

#### *Manager with coaching training*

Regarding managers who have received training on coaching besides the fact of encouraging and closer relationship, they recognize much more the importance of interpersonal skills. At Coca-Cola, the interviewed manager has an everyday meeting to listen and discussion solutions for the daily issues. In general, they state that coaching make them reconsider their way of working. Moreover, one consultant interviewed says “to achieve and going beyond result, managers have to close their eyes but keep an eye open”. This means trust is paramount for managers who wants to achieve high performance, however, that does not mean adopt a laissez-faire attitude.

### 3.1.3 Position of coaching – Manager's point of view

From eight managers interviewed everyone had a positive opinion about coaching. They think it is necessary function of management especially nowadays.

Almost all agreed that it helps to improve performance at their level. Three of them believe coaching is efficient only on the executive board because it provides them a support to achieve their goals. Thereby, they could be able to manage better their team, however, not by coaching rather by questioning their practice on daily basis.

The consultant states that coaching is excellent in theory. He insists on the gap between the theory and workplace practices. From his point of view, coaching in France remains mostly inefficient and if we want to see more managers use structured scheme while coaching, company would have to encourage more manager to undertake coaching training.

Another, observation is that in general coaching services from external consulting professional is often perceived as a treat. The training manager of SEB Group argues that numerous people are against coaching or perceive it as manipulative. That is the reason they have chosen to use accompanying posture rather than the word coaching during a coaching program they launched 5 years ago. For example, during one interview a manager explained that its company resorts to external coach because of an internal conflict. The consultant after two weeks inside the organization had satisfied the director (and manager who knew about it) but since then all new problems that appear he is the scapegoat. The external coach has probably done well his job, however the lack of communication affects the image of coaching to manager. Indeed, two managers replied that they would never accept to get coaching training and add that they do not need it to manage their team.

There is still in 2015 necessity to inform manager about coaching in order to change their point of view.

### 3.1.4 Evaluation of coaching utilization

#### *Relationship between manager and employees*

In-depth interview with managers and consultant highlights the fact that interpersonal skill influences positively employee's performances. They unanimously all the interviewees mentioned that they place relationship at the center of their management. In order to motivate, they try to create comfortable environment where barriers to interaction are removed. For instance, one manager mentioned that: "the quality service to clients is directly influenced by the management quality received by the employee". Unfortunately, the point of view of the manager from railway industry remains on the similar basis, as he believed it is an easier way to achieve his objectives. Nevertheless, it still proves that rapport between management and employee is the key.

Notion of caring and demonstrate support by action is generally understood by managers. All managers feel their employees are comfortable while communicating with them, which often they take the time to share their knowledge. By removing obstacle between the manager and the employees, they can be a resource to them. Moreover, thanks to close relationship all interviewee declared to provide feedback often to always. For example, Romain who is team manager at Phillips in Prague said, "I always give feedback either when it is positive or negative".

It can be conclude from those feedbacks that in general managers in France and Czech Republic know the coaching behavior to empower their employee.

#### *Learning and Development*

Managerial coaching does empower employee by leverage of the motivation that certainly increase effort put into work from employees. However, even with a lot of goodwill if the staff does not know the right procedure or how to complete the tasks it is a waste of energy. Motivation appears to be the first factor toward skill improvement, however it cannot do it all. Same for hockey players; an appropriate training is necessary to make the difference and win a tournament regardless of their



motivation. Undoubtedly, motivation plays an important role but skills are indispensable to be successful. Consequently, it is crucial to analyze managers' inputs for learning and development.

All managers acknowledge that competencies of their employee depend on their training. At the biggest firm such as Coca-Cola or Seb Group, employees have every one on one meeting with their manager where they can express aspiration for taking training. Following, this meeting each individual has or not a schedule of trainings offered most of time by external professional. It attests of the necessity of learning within organization but it partially fits coaching approach. Indeed, regarding coaching employees have to learn in informal situations. Thus personal learning should be foster through setting up a learning environment. At Accenture and Coca-Cola, in order, entities based in Czech Republic and France implement what they call continuous learning. They engage the whole organization to be open to learning in order to work out all future situations together. Emballiso, director states: "Even if the first objective is to generate profit, it is important for the staff to feel that nothing is possible without their involvement". By sharing, information with employees and allowing everyone to observe their organization from another point of view, companies broaden their employee perspectives. Accenture and Coca-Cola are the two organizations that translate coaching theory into practice the most, especially, in getting employees to see things differently. For example, at Coca-Cola they are using Visual Management since three years, which is a board place in each single department of the company that shows the most essential information. Thus anyone from the company can find out others situation at anytime just by looking at those boards and without asking.

### 3.1.5 Environment encouraging managerial coaching

Another observation has been possible from this research. A continuous training for managers to become coach facilitate acceptance of the concept and its advantage. At SEB Group, managers have a training on coaching where they learn how to ask questions to employees, how to provide feedback and how to have an accompanying attitude. Managers who received this training recognize that it helps a lot on daily basis, yet, HRM do not want to use the term coaching.

Nevertheless, the example of Starbucks in France is interesting for this research. Every new member joining the company has a training schedule for progressing every year. Indeed, there are five ladders: Baristas, Shift Supervisors, Store Manager, District Managers and Executives. Consequently, anyone can become Store Manager on condition of being motivated and follow Starbucks training dispense at Paris. A specific training is prepared future Shift Managers to meet expectations and needs of managers.



Source: Author

Nathalie 26 years old is Shift Manager for Starbucks at Lyon (France). She has accepted to communicate some documents used during her training. As a matter of fact the coffee shop has integrate notion of coaching mentioned earlier in theoretical part:

- What type of manager are you? (What management style from The Situational Leadership Theory: Directing, Coaching, Supporting, Delegating; Which attitude to have regarding maturity of the employee, his commitment and his skills)
- Improve communication with subordinates (Importance of feedbacks, how to make your interlocutor comfortable.
- How to know yourself better and understand others better? (Utilization of the transactional Analysis Theory that examines interaction between people from 3 Ego State: Parent/Adult/Child)\*

The American company gives the opportunity to its managers to guess their management style through games and tests. Indeed, it is Blake and Mouton Theory that is used. Once, they discovered their style next they learn the different process of motivation, how to improve listening to communicate better and how to behave regarding the person and the situation in order to facilitate coordination.

It is noticeable that Shift Manager training is well prepared. It last 1 month and everyday is dedicated to a topic such as communication, animate team working or how to delegate. For each topic a strategy is proposed and they have role-playing to reinforce the learning. Managers are therefore trained in a clear and reassuring environment.

Starbucks provide training connected to coaching that brings them to a position of manager coach, however Nathalie does not consider herself as such. Despite not recognizing the dimension of this training, she appreciates strongly the attention that gives the company to their personal development and consequently the development of her subordinates. Besides, Starbucks distribute bonuses to good performance (only for baristas) and use the term “Partner” rather “Employee”. As a result, to the question what would you like to change at Starbucks Nathalie answer is “I really don’t see anything bad. I have worked in many places before and this one is the best for me”

Another example from a Czech employee in a IT company located in Brno, attest of the interest in utilizing coaching. Indeed, he had received an email from his human resources department saying that the company starts the coaching experience. Here a resume of the email:

*“In our company coaching starts today. These coaches will be present on meetings with these managers so please be patient and friendly to them. These coaches will help managers to develop some abilities etc...”* Lukaš.

In conclusion, companies can also play an important role to help managers to become manager coach. However, all managers that demonstrate convincing coaching sensitivity where from U.S. international company (Coca-Cola and Starbucks) or from Ireland (Accenture). Perhaps, is due to their Anglo-Saxon origins. Indeed, United States, United Kingdom and Ireland share similitudes and it is in this country that managerial coaching is the most widespread.

### **3.1.6 Generation Y**

In addition, in-depth interviews brought out another pertinent element to this research. At the beginning of the research coaching was assumed to be useful tool to enhance employee performance and cope with the pace of technology development. The research was focusing on external factor that pressure companies (today globalization and increase of competition) to demonstrate the usefulness of coaching. On the other hand, even though the research does a focus on the importance of human capital for organization there is nothing related to how have changed people and their perception to work. During interviews several times managers have argued, French mostly, that the young generation is more difficult to manage. Assuming that the young generation called “Generation Y”, 20-30 years old, has changed compare to previous generations could enlarge importance of coaching.

Two managers declare that Generation Y is lazier, dislike being told what to do and often challenge the authority. Consequently, they easily quit their job when there is too much pressure because they do not feel comfortable in cumbersome hierarchy. For example one of the respondent of the questionnaire for employee said that she quits her job next week because she does not like the atmosphere and she does not have any back up plan.

It is a fact people change generation to generation. Marketing manager from a rum factory called Clément said that she has to resort a lot to informal discussion with younger employee because they ask a lot of question. Managerial coaching could help

to make Generation Y feel more committed about their work with managers more open-minded who solicit feedback from employees. In conclusion the need for coaching could also come from internal factors.

## **3.2 Quantitative analysis**

### **3.2.1 Descriptive Statistics for Demographics**

In order to do the statistical analysis, it is necessary to do a description analysis. Thereby, it is possible to understand respondent characteristics. The survey has been distributed randomly to workers through the Internet. The total respondents who finished the entire questionnaire were 102. Though, some people start the survey and did not finish so that is 14% dropout rate, thus their responses were removed from the data.

Demographic information included gender, age, years of employment as well as nationalities. Detailed description is presented in table.

The distribution between male and female is almost half and half: 48.04% for male and 52.96% for female. Difference in gender could have negatively influenced the result.

Majority of respondents were full-time professionals ranging from 25 to 34 years old (51.96%). The second largest groups of respondents were full-time professionals ranging from 18 to 24 years old (39.22%). There were limit amounts of respondents ranging from 35 to 44 years old (5.88%) and ranging from 45 to 54 years old (2.94%). There were no respondents under 18 and no respondent over 54. Regarding the age distribution, most of the respondents are relatively young, which could be a limitation for the research because they are at the beginning of their career and likely developing skill. Indeed, more respondents over 34 might change the result.

As consequence of age distribution, years of employment are relatively low. Majority of respondents have worked less than 1 year at their current organization (49.02%). Second majority of respondents (41.18%) have worked between 1 to 3 years. However, approximately 10% of respondents have worked more than 3 years.

Table 3: Descriptive Statistics for Demographics

Questions		Frequency	Valid Percent
Gender	Male	49	48.04
	Female	53	51.96
Age	18>	0	0
	18-24	40	39.22
	25-34	53	51.96
	35-44	6	5.88
	45-54	3	2.94
	55-64	0	0
	65<	0	0
Years of Employments	Less than 1 year	50	49.02
	1 to 3 years	42	41.18
	More than 3 years to 5 years	7	6.86
	More than 5 years to 10 years	2	1.96
	More than 10 years to 15 years	0	0
	More than 15 years to 20 years	0	0
	More than 20 years to 25 years	1	0.98
	More than 25 years to 30 years	0	0
	More than 30 years	0	0
Years with current Manager	Less than 1 year	63	61.76
	1 to 2 years	36	35.3
	More than 2 years to 3 years	0	0
	More than 3 years to 5 years	3	2.94
	More than 5 years to 7 years	0	0
	More than 7 years to 10 years	0	0
Nationality	Czech	31	30.4
	French	52	50.98
	Others	19	18.62

Source: Author

Majority of respondent were French (50.98%) and Czech (30.4%). Because the author is French studying in Prague, most of the questionnaires were sent to France and Czech Republic. Still ten others nationalities have answered the questionnaire. Since, the questionnaire was sent online it was easy to collect feedbacks from various nationalities, mostly European. Consequently, the research could represent the situation in Europe.

### **3.2.2 Descriptive Statistics for Variables**

To prepare the data for further analysis for each variable the mean and the standard deviation has been computed. The two main variables are Managerial Coaching and Skill Development. The first is evaluating the behavior of managers from employee point of view and the second measures the skill and personal development. Besides, there are two minor variables that measure related outcomes of coaching. One describes employee commitment to his company and the last one measures the turnover over intention. Mean is the average from the answers. Standard Deviation describes how spread out the result is from the mean and how did respondents answer on the scale. Consequently, the lower the standard deviation is the closer answers are from the mean, thus the more reliable are the data. On the contrary, the higher the standard deviation is the more answers are spread out, thus the less reliable data are.

Managerial Coaching had six-Likert types scales, a participant scoring above the average 3 is considered to assume his/her manager behaves likely as a coach. Regarding the other variables has five-Likert types scales, ranging from “Not at all” to “Great Extend”. A participant scoring above the average 2.5 is considered either to have developed his/her skill and performance, to be committed to his/her organization or to be willing to leave the company according to the variables.

### Descriptive Statistics

	Mean	Std. Deviation	N
Managerial Coaching	3.7636	.90019	102
Job Clarity	3.5850	.95951	102
Skill Development	3.5572	.64464	102
Employee Commitment	3.0196	1.24264	102
Turnover Intention	3.5000	1.30308	102

Source: Author

According to the results, it is reasonable to state that the sample was assuming their managers to likely behave as coaches due to the mean of Managerial Coaching: 3.76. Moreover, standard deviation is low thus the result could be assumed as reliable. Similarly, results from the other variables show that respondents recognize Managerial Coaching as an approach helping Job Clarity as well as encouraging Skill Development and Employee Commitment. Respectively, scoring 3.58, 3.55 and 3.01 with relatively low standard deviation. However, the Turnover Intention is high since it also scored above 2.5, which means that employees are willing to change company for the same position but with a slightly higher salary. Perhaps due to the age of the sample they are more sensitive to their income. Indeed, regarding Maslow's Theory on hierarchy of need young employees are on the second ladder of the pyramid where the principal need is security.



### 3.3 Statistical Analysis

In this part we conduct Pearson correlation test and standard multiple regression analysis, which relate one variable to another.

Standard multiple regression has been chosen to quantify the degree of dependence between development of performance at work and managerial coaching. This thesis tries to explain increase of performance, referred here as the “y” in regards of managerial coaching referred to as the independent variable “x<sub>1</sub>”. The result is supposed to validate the principal hypotheses of this thesis: Coaching as a tool to enhance employee’s performance. Besides the relation between other independent variables that are job clarity “x<sub>2</sub>”, employee commitment “x<sub>3</sub>” and turnover intention “x<sub>4</sub>”. Thanks to the three other independent variables some of the other assumptions could be verified. Mathematically, the relationship between the depending variable “y” and the independent variables “x<sub>1</sub>”, “x<sub>2</sub>”, “x<sub>3</sub>” and “x<sub>4</sub>” is represented by the following formula:

$$Y = \alpha + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4$$

Summary: “y” represents dependent variable, which is influenced by “x” independent variable, “α” and “β” parameters. In this case:

Y = Skill development (performance)

X<sub>1</sub> = Managerial Coaching

X<sub>2</sub> = Job Clarity

X<sub>3</sub> = Employee Commitment

X<sub>4</sub> = Turnover Intention

“α” parameter, the “y” intercept, tells the expected skill development if all independent variables “x” = 0

“β” parameter represents the slope of the linear regression line and tells if the relation between dependent and independent is positive, negative or neutral.

From these two parameters it is possible to evaluate the data in the form of a scatter diagram with the regression line presented as shown in the appendix. The regression line is given by:  $y = \alpha + \beta x$

It shows the relation between the actual result of independents variables and the predicted score by the regression equation from skill development (Bobby and Smith, 2010).

The following table 4 is one of the analyses possible from standard regression. It includes a crucial variable called R Square, which shows how close the data are from the regression line and explains response variable variation in percent (Frost, 2013). For example:

0% indicates that the model cannot explain any of the variability of its response data around the mean.

100% indicates that the model can explain all of the variability of its response data around its mean.

More specifically, in the case of this research R Square is 0.315, thus indicates that all independent variables (managerial coaching, job clarity, employee commitment and turnover intension) explains 32% variance of Skill Development. The adjusted R Square is lower and explains 29% variance of Skill Development. However, it is difficult to rely a hundred percent on R Square because it has limitations. Indeed, it does not confirm if the model is adequate or not. For example, a low R Square can be found in a good model as well as a high R Square can be found in a poor model for data fit (Frost, 2013). Nevertheless, R Square is a widely applied measure for the goodness of fit of a regression (Israeli, 2007). Hence, it is still interesting to compute R Square.

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.561 <sup>a</sup>	.315	.287	.54443

a. Predictors: (Constant), Turnover Intention, Job Clarity, Managerial Coaching, Employee Commitement

b. Dependent Variable: Skill Development

Source: Author

The thesis assumption is that coaching, more precisely managerial coaching, is positively related to performance improvement (skill development).

### 3.3.1 Pearson Correlation

Prior to demonstrate Pearson Correlation analysis, it is interesting to define some notions. Pearson Correlation indicates the correlation between a linear relationship between two variables. The symbol “r” measures the sample. It can range between -1 and 1. If “r” equal -1 it indicates a perfect negative linear relationship between variables and if “r” equal 0 it indicates no linear relationship between variables, and if “r” equal 1 it indicates a perfect linear relationship between variables.

The second value used to interpret the questionnaire data is called Sig. (1 tailed) value. This value tells if there is a statically significance correlation between two variables.

- If Sig value is higher than 0.05: no statically significant correlation
- If Sig value is less or equal than 0.05: statically significant correlation

#### ***Managerial Coaching***

Hypothesis 1: Managerial Coaching influences and increase skill developments.

$H_0: \beta_1 = 0$  means there is no relationship between skill development and managerial coaching

$H_1: \beta_1 \neq 0$  means there is a relationship between skill development and managerial coaching

Pearson Correlation test in table shows that there is a small positive correlation between skill development and managerial coaching ( $r = 0.126$ ). However, Sig value (0.126) is higher than 0.05, thus there is no statically significant correlation. In others word, this result has occurred by chance because there is not enough evidence to state that this correlation exist in this sample.

Moreover, in the table 5 beta value of managerial coaching ( $\beta = -0.050$ ) is negative, which indicates that more coaching is related to lower skill development. Which is not what it was expected. However, the Sig value (0.495) is also higher than 0.05, thus it is not possible to reject the null hypothesis. Regarding Pearson

Correlation analysis there is no direct relationship between skill development and managerial coaching.

		Correlations				
		Skill Development	Managerial Coaching	Job Clarity	Employee Commitment	Turnover Intention
Pearson Correlation	Skill Development	1.000	.126	.455	.462	-.054
	Managerial Coaching	.126	1.000	.262	.420	-.497
	Job Clarity	.455	.262	1.000	.425	-.059
	Employee Commitment	.462	.420	.425	1.000	-.452
	Turnover Intention	-.054	-.497	-.059	-.452	1.000
Sig. (1-tailed)	Skill Development	.	.103	.000	.000	.295
	Managerial Coaching	.103	.	.004	.000	.000
	Job Clarity	.000	.004	.	.000	.277
	Employee Commitment	.000	.000	.000	.	.000
	Turnover Intention	.295	.000	.277	.000	.
N	Skill Development	102	102	102	102	102
	Managerial Coaching	102	102	102	102	102
	Job Clarity	102	102	102	102	102
	Employee Commitment	102	102	102	102	102
	Turnover Intention	102	102	102	102	102

Source: Author

### ***Job Clarity***

Hypothesis 2: Job Clarity influences increase of skill developments.

$H_0: \beta_2 = 0$  means there is no relationship between skill development and job clarity

$H_1: \beta_2 \neq 0$  means there is a relationship between skill development and job clarity

Pearson Correlation test in table shows that there is a strong positive correlation between skill development and job clarity ( $r = 0.455$ ). Moreover, Sig value for job clarity (0.00) is lower than 0.05, thus there is statically significant correlation. According to this statistical analyze the null hypothesis can be rejected and it can be stated that there is a significant correlation between skill development and job clarity. In others word, this result has not occurred by chance because there is enough evidence to state that this correlation exist in this sample.

In addition, the table confirms the result and indicates the strength of the relationship. Beta value is positive (beta = 0.204), thus it could be expected a increase of 0.204 in skill development score for every one unit increase in job clarity, assuming that all other variables in the model are held constant. Similarly, the Sig value (0.002) is lower than 0.05, thus there is a relationship between job clarity and skill development and null hypothesis is rejected.

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.160	.409		5.281	.000
	Managerial Coaching	-.050	.073	-.070	-.685	.495
	Job Clarity	.204	.064	.304	3.174	.002
	Employee Commitment	.216	.055	.415	3.897	.000
	Turnover Intention	.058	.052	.117	1.124	.264

a. Dependent Variable: Skill Development

Source: Author

### *Employee Commitment*

Hypothesis 3: Employee Commitment influences increase of skill developments.

$H_0: \beta_3 = 0$  means there is no relationship between skill development and job clarity

$H_1: \beta_3 \neq 0$  means there is a relationship between skill development and

Pearson Correlation test in table shows that there is a strong positive correlation between skill development and job clarity ( $r = 0.462$ ), which is the strongest correlation with performance in the table. Moreover, Sig value for job clarity (0.00) is lower than 0.05, thus there is statically significant correlation. According to this statistical analysis, the null hypothesis can be rejected and it can be stated that there is a significant correlation between skill development and employee commitment. In others word, this result has not occurred by chance because there is enough evidence to state that this correlation exists in this sample.

In addition, the table confirms the result and indicates the strength of the relationship. Beta value is positive (beta = 0.216), again strongest strength, thus it could be expected an increase of 0.216 in skill development score for every one unit increase in employee commitment, assuming that all other variables in the model are held constant. Similarly, the Sig value (0.00) is lower than 0.05, thus there is a relationship between job clarity and skill development and null hypothesis is rejected.

Regarding Pearson Correlation test employee commitment is the variables influencing the most skill development.

### ***Turnover Intention***

Hypothesis 4: Skill development is negatively related to Turnover Intension

H<sub>0</sub>:  $\beta_4 = 0$  means there is no relationship between skill development and turnover intension

H<sub>1</sub>:  $\beta_4 \neq 0$  means there is a relationship between skill development and turnover intension

Pearson Correlation test in table shows that there is a small negative correlation between skill development and turnover intension ( $r = -0.054$ ). However, Sig value (0.295) is higher than 0.05, thus there is no statically significant correlation. In others word, this result has occurred by chance because there is not enough evidence to state that this correlation exist in this sample.

Moreover, in the table the beta value of turnover intension (beta = 0.058) is positive, which indicates that more turnover intension is related to higher skill development. Which does not make sense. However, the Sig value (0.264) is also higher than 0.05, thus it is not possible to reject the null hypothesis. Regarding Pearson Correlation analysis there is no direct relationship between skill development and turnover intension.

### ***Independent variables correlation***

It could be interesting to notice that Pearson Correlation allows verifying if the independent variables correlate with one another. In the table shows that managerial coaching has moderate positive relationship with job clarity ( $r = 0.262$ ) and strong relationship with employee commitment ( $r = 0.420$ ). Moreover, both of these correlations have a Sig value lower than 0.05, respectively 0.004 and 0.00. Consequently, it can be demonstrate significant positive relationship among these independent variables and null hypothesis is rejected.

Despite the lack of evidence to demonstrate that managerial coaching influence positively skill development, it is possible to draw some conclusion. Indeed, job clarity and especially employee commitment, with strongest positive correlation ( $\beta = 0.216$ ), influence positively skill development. Since, it has been prove that managerial coaching has positive correlation with job clarity and employee commitment, it could be conclude that managerial coaching influence indirectly skill development through other variables such as job clarity and employee development. However, nothing can be determined in regards of turnover intension.

## Chapter 4: Conclusion

This chapter does a summary of all the study through a discussion and an elaboration of a conclusion. Moreover, limitations and ideas for further research are presented.

### 4.1 Conclusion

The world is constantly changing as well as economies and our society. Naturally, those changes affect many other elements such as management, which has been demonstrated throughout this research. Nowadays, it appears that manager cannot solely rely on their title to coordinates their subordinates. They must adopt a behavior that provokes creation of a bond between manager and employees. One of the new roles of manager is skill development of employees. As a consequence, managers are adding new skill in order to coach employees that brought the notion of managerial coaching.

The purpose of this research was to prove that coaching improves employee's performance. After realization of a qualitative and quantitative research methods, it is possible to make some conclusions.

First of all, globally managers recognize the necessity of interpersonal skill while interacting with their employee. In order to remain competitive companies starts to create appropriate environment for learning allowing them to share new knowledge among members. It is widely believed by organizations that managerial coaching helps to increase staff performance. Moreover the interview highlight the fact that younger generations, commonly called generation Y, is more sensitive to social interaction.

The online questionnaire has completed the interview regarding performance of employee. Indeed, regarding the research there is no direct relation between managerial coaching and employee performance. However, it has demonstrated that managerial coaching has direct impact on employee job clarity and employee commitment. And unfortunately, the research has failed to provide any information on employee turnover intention.

In addition, data supports that job clarity and employee commitment have a direct impact on employee performance. As a consequence, the hypothesis of the



thesis is validated because that means managerial coaching indirectly impacts employee performance via job clarity and employee commitment.

## **4.2 Limitation and Further research**

As in the case of Master thesis, the research had several limitations. Firstly, the field enquiry for the qualitative part that aimed to interview managers has been difficult to find people that accept to share their experience. Probably, managers did not have the time for answering some questions or as an interviewee pointed out the word “coaching” is still not widely accepted. As a consequence, most of the company simply did not reply to interview invitations. Moreover, manager coach is a relatively new concept and a limited amount of managers describe themselves as such even though they recognize using some concepts.

Secondly, there are some limitations due to the number and types of participants. Indeed, the sample from the questionnaire has received only 102 answers. Perhaps more responses would bring different outcomes. Moreover, most of the respondent of the online survey had less than 3 years of work experience. Consequently, they are at the beginning of their career, do not have extensive experience to rely on and compare with others.

Thirdly, there is some limitation directly related to the survey itself. Several comments describe the question for turnover intention difficult to understand. Moreover, the survey did not manage to gather enough information to demonstrate the correlation between skill development and managerial coaching.

Finally, the research has validated some hypothesis and brought interesting findings. However, there are very limited amount of study on managerial coaching and majority of them are USA examples. Moreover, majority of the studies on coaching and managerial coaching are written practically always by the same authors, which limited the discussion and counter hypothesis. As a consequence, researches are needed in order to have more empirical data to compare with. Most probably, more research on relationship between managerial coaching and performance is desirable on the European context. Further research could be done with a company that implemented coaching in order to compare employee's performance before and after receiving coaching training.

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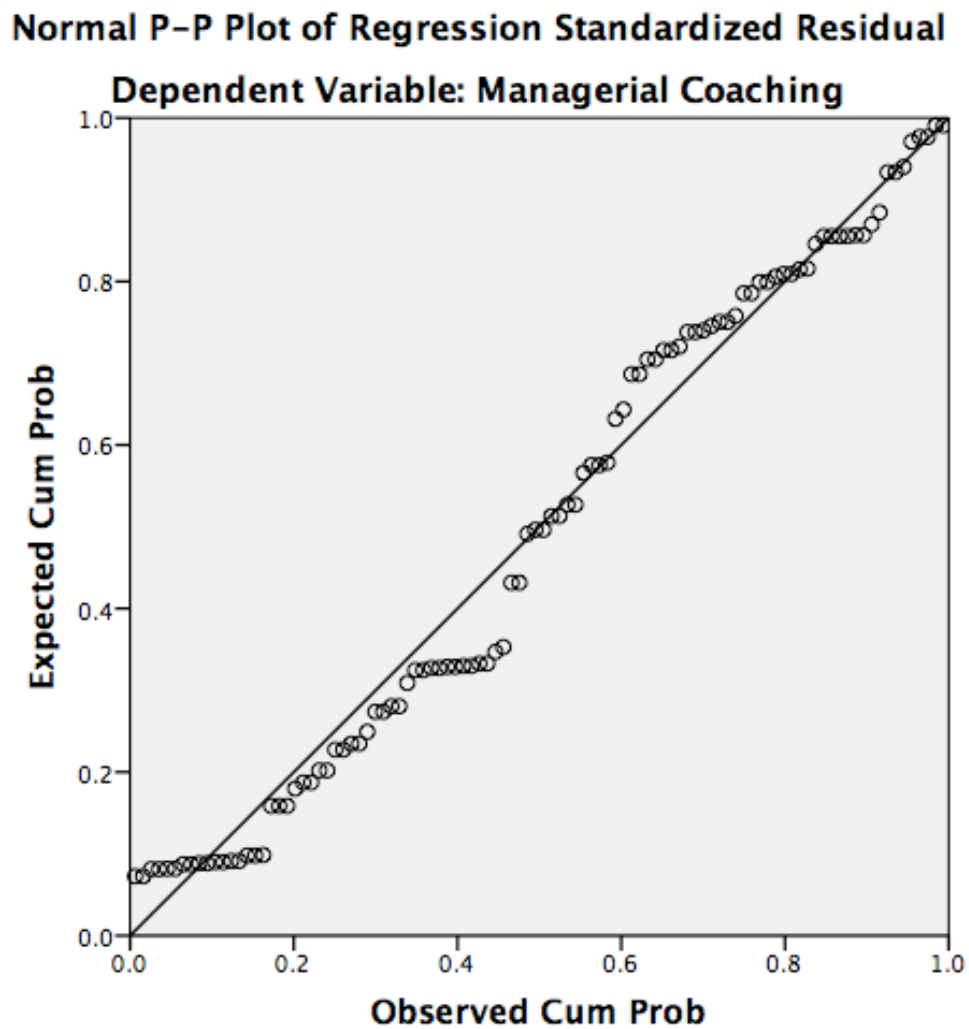
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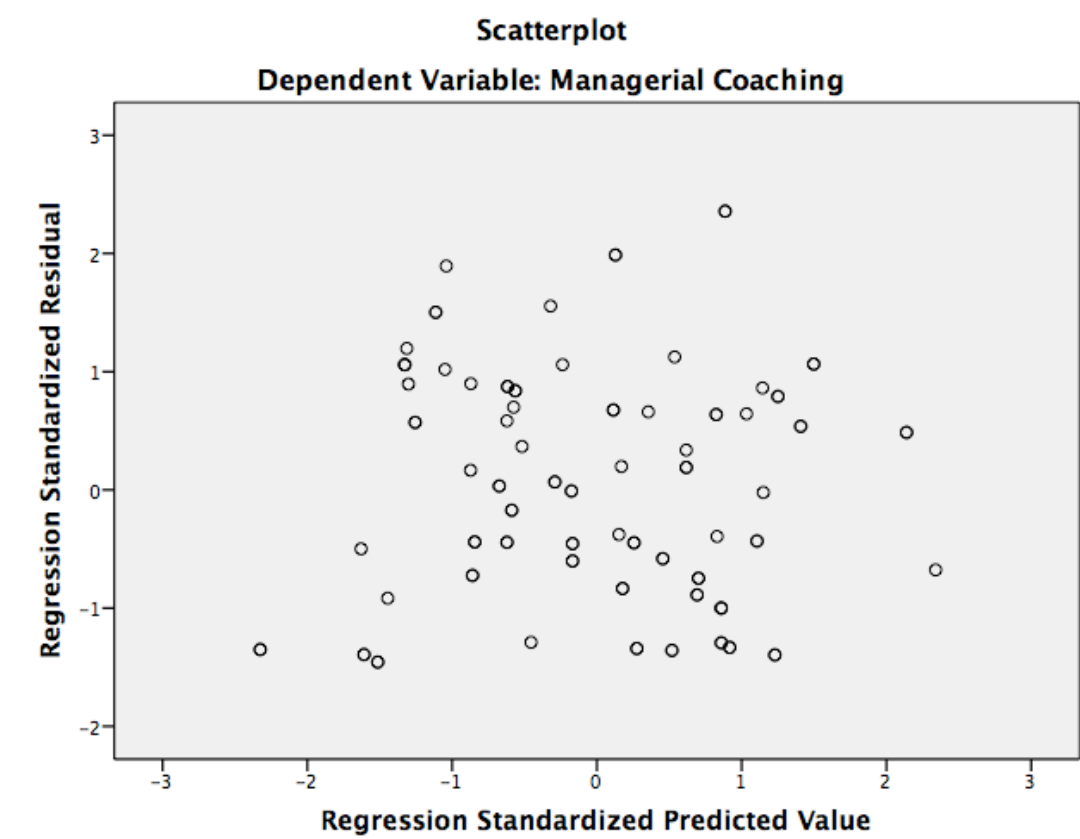
## Appendices

### Appendix A: Results from SPSS statistical analysis

#### P-P Plot for Testing Linear Relationship between Variables



Scatterplot for Testing Linearity



## Appendix B: Online Questionnaire

### Questionnaire part 1: Manager's managerial coaching skill evaluation

Dear Respondent, thank you for taking time and participating in this questionnaire. It is to contribute to my research on “he relation between managerial coaching and employee's performance development” at University of Economics, Prague. It is composed of 20 questions and will take 10 minutes to finish. Please be honest as much as possible, your answers are completely anonymous and result will be published confidentially. Your participation is very valuable to my research. The first part of the questionnaire analyzes the manager behavior towards development of his subordinates. Please tick the case, among the 6 choices, representing the best your situation between the two statements:

Q1 Q1. To achieve performance goals, my manager...

gets input from others 1 (1)

2 (2)

3 (3)

4 (4)

5 (5)

makes his/her own strategy 6 (6)

Q2 Q2. My manager encourages me to...

develop new skills 1 (1)

2 (2)

3 (3)

4 (4)

5 (5)

apply present skills well 6 (6)

Q3 Q3. My manager...

gives me opportunities to take more responsibilities 1 (1)

2 (2)

3 (3)

4 (4)

5 (5)

encourages me to perform well in my current position 6 (6)

Q4 Q4. In conducting appraisals, my manager...

encourages me to give suggestions for improving my work 1 (1)

2 (2)

3 (3)

4 (4)

5 (5)

points out areas of improvement 6 (6)

Q5 Q5. To improve work performance, my manager...

always provides feedback 1 (1)

2 (2)

3 (3)

4 (4)

5 (5)

only gives an annual performance review 6 (6)

Q6 Q6. In order to improve my performance, my manager...

acts as an example 1 (1)

2 (2)

3 (3)

4 (4)

5 (5)

tells me what to do 6 (6)

Q7 Q7. When I face challenges, my manager usually...

offer to provide me with resources (1)

2 (2)

3 (3)

4 (4)

5 (5)

waits for me to request assistance (6)

Q8 Q8. My manager often assigns...

challenging work for me to stretch beyond what I have been doing (1)

2 (2)

3 (3)

4 (4)

5 (5)

similar work to what I have been doing (6)

Q9 Q9. My manager appears to view learning and development as...

one of his/her major responsibilities (1)

2 (2)

3 (3)

4 (4)

5 (5)

my own responsibility (6)

## **Questionnaire part 2: Employee performance development evaluation**

The second part of the questionnaire evaluates performance development. Please answer from 1 to 5 to evaluate your personal learning since you work with your manager. 1 being no change and 5 a being significant change. Since I work with my manager...

Q10 Q10. I have a better understanding of the organization's mission and vision.

Not at all 1 (1)

2 (2)

3 (3)

4 (4)

Great extent 5 (5)

Q11 Q11. I have improved my knowledge about the organization as a whole.

Not at all 1 (1)

2 (2)  
3 (3)  
4 (4)  
Great extent 5 (5)

Q12 Q12. I have better understanding how my team and me are linked with others.

Not at all 1 (1)  
2 (2)  
3 (3)  
4 (4)  
Great extent 5 (5)

Q13 Q13. I feel more confident to take decision on my own.

Not at all 1 (1)  
2 (2)  
3 (3)  
4 (4)  
Great extent 5 (5)

Q14 Q14. I have improved how to communicate effectively with others.

Not at all 1 (1)  
2 (2)  
3 (3)  
4 (4)  
Great extent 5 (5)

Q15 Q15. I have developed my listening skills.

Not at all 1 (1)  
2 (2)  
3 (3)  
4 (4)  
Great extent 5 (5)

Q16 Q16. I have found out new ways about how to perform my job.

Not at all 1 (1)  
2 (2)  
3 (3)  
4 (4)  
Great extent 5 (5)

Q17 Q17. I have learned new skills.

Not at all 1 (1)  
2 (2)  
3 (3)  
4 (4)  
Great extent 5 (5)

Q18 Q18. I have developed innovative thinking.

Not at all 1 (1)  
2 (2)  
3 (3)  
4 (4)  
Great extent 5 (5)

Q19 Q19. I feel more committed to the company

Not at all 1 (1)  
2 (2)  
3 (3)  
4 (4)  
Great extent 5 (5)

Q20 Q20. For a bit of more money, I could change employer (same job and same position)

Not at all 1 (1)  
2 (2)  
3 (3)  
4 (4)  
Great extent 5 (5)

### **Questionnaire part 3: Demographic information**

Q21 What is your gender?

Male (1)

Female (2)

Q22 What is your age?

Q23 What is your position?

Q24 How long have you been employed in your company?

Q25 How long do you work with your current manager?

Q26 What is your nationality?

Q27 In which country does you works?

Q31 Please, could you add something about this questionnaire?



## Appendix C: Manager's Interview Questionnaire

### Coaching Interview

Dear Respondent, thank you for taking time and participating in this questionnaire. It is to contribute to my research on "the relation between managerial coaching and employee's performance development" at University of Economics, Prague.

This questionnaire is indented for managers and directors.

Please be honest as much as possible, your answers are completely anonymous and result will be published confidentially. Your participation is very valuable for my research.

Please could you send your answer to this address email:

[axel.fitteduval@gmx.com](mailto:axel.fitteduval@gmx.com)

**Q1/ Can you describe the best attitude for a manager to reach and/or go beyond targets?**

**Q2/ What is your opinion about coaching?**

**Q3/ Do you think that you behave as a manager coach?**

**Q4/ Would you agree to follow a training to learn how to be manager coach?**

**Q5/ Do your organization believes in coaching, if yes what they do about it?**

**Q6/ How important is interpersonal relationship for you? And why?**

**Q7/ Do your management style has a focus on learning and development? Why?**

**Q8/ How do you know the expectations of your team members?**

**Q9/ In order to improve your team performance, do you provide feedbacks?**

**Q10/ If you want to add something that could help this research.**